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ABSTRACT

The proceedings of the 1984 annual meeting of the Middle States Association of Colleges and Schools, which focused on the issue of educational excellence, are presented. Five papers on educational excellence as well as the business meeting of the Association are included. In "Educational Excellence: Aspirations and Realities," Alexander W. Astin considers traditional conceptions of excellence and proposes a new approach to excellence that emphasizes educational impact. Implications for accreditation are also addressed. Three articles entitled "From the Need for Excellence to the Achievement of Excellence" are presented. James L. Doud covers excellence in elementary school, including specific recommendations. The need for excellence and its attainment in secondary schools is discussed by Saul Cooperman, while excellence in higher education is addressed by Richard Berendzen. The final article, "Achieving Excellence in Public and Private Education: Closing the Widening Gap," by Richard M. Millard considers contributions to declining educational quality and the definition of quality. Additional contents include: reports of the Association's officers; reports on elementary and secondary schools and colleges; lists of Association staff; and the Association's charter and by-laws. (SW)

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EDUCATIONAL EXCELLENCE

Aspirations and Realities

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THE PROCEEDINGS
of the
Middle States Association of Colleges and Schools

97th ANNUAL CONVENTION

Franklin Plaza Hotel Philadelphia, Pennsylvania
Friday and Saturday, December 9 and 10, 1983

NEXT ANNUAL CONVENTION IN PHILADELPHIA, PENNSYLVANIA
Franklin Plaza Hotel • December 6-7, 1984

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THE PROCEEDINGS

EDUCATIONAL EXCELLENCE

Aspirations and Realities

Middle States Association of Colleges and Schools
97th Annual Convention, December 9 and 10, 1983
Franklin Plaza Hotel, Philadelphia, Pennsylvania

Published by the Association, 1984

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December 10, 1983 — December 7, 1984

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MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS

PROGRAM
97th ANNUAL MEETING
Franklin Plaza Hotel
Philadelphia, Pennsylvania
December 9 and 10, 1983

EDUCATIONAL EXCELLENCE: ASPIRATIONS AND REALITIES

FRIDAY, DECEMBER 9, 1983

8:00 A.M. - 6:00 P.M.	**Registration**	Dominion Ballroom Foyer
10:00 A.M. - 11:30 A.M.	**Pre-Convention Meetings: Accreditation Related Workshops**	
	Assembly of Elementary Schools	Salon 10
	Opportunities and Responsibilities of Elementary School Accreditation	
	Commission on Secondary Schools	Salons 3 and 4
	Comparative Review of the Eight Different Criteria (Instruments) Approved by CSS for Secondary School Evaluations	
	Commission on Higher Education	Salons 5 and 6
	Institutional Self-Study for Chief and Senior Administrative Officers. A capsule version of the three day workshops offered twice each year at Rutgers University focusing primarily on the role of chief executive and senior officers in the self-study process. Herbert R. Kells, Professor of Higher Education and Information Studies, Rutgers, The State University of New Jersey; Sister Mary Ellen Brosnan, President, Elizabeth Seton College, New York; Peter J. Cayan, President, SUNY College of Technology, New York; Alfred C. O'Connell, President, Harford Community College, Maryland.	

OPENING OF THE CONVENTION

11:45 A.M. - 1:00 P.M. **Luncheon**

Invocation: **Sister Matthew Anita MacDonald,** President, Chestnut Hill College, Philadelphia, Pennsylvania.

Keynote Address: **Educational Excellence: Aspirations and Realities** . . . Canadian Ballroom

Institutional excellence and quality: traditional versus alternative approaches to assessment will be presented and critiqued. Alternative patterns may suggest more productive means to improve (or achieve) and assess quality; such methods would well encourage not only colleges and universities to adopt different modes, but elementary and secondary schools as well.

Presiding: **Thomas J. Bradshaw,** President of the Association

Speaker: **Alexander W. Astin,** Professor of Higher Education at the University of California, Los Angeles and Director of the Higher Education Research Institute at UCLA.

Dr. Astin has served as Director of Research for both the American Council on Education (1965-1973) and the National Merit Scholarship Corporation (1960-1963). Currently he is directing the Cooperative Institutional Research Program, an ongoing national study of some four million students, 50,000 faculty and staff, and 1,000 higher education institutions.

Dr. Astin has authored fifteen books and more than one hundred other publications in the field of education. Major areas of inquiry include the outcomes of higher education, institutional quality, equality of opportunity and access, and the interface between research and policy. He has been a recipient of awards for outstanding research from the American Personnel and Guidance Association (1965), the National Association of Student Personnel Administrators (1965), the American College Personnel Association (1978), and the American Educational Research Association (1983), a Fellow at the Center for Advanced Study in the Behavioral Sciences (1967-1968), and recipient of several honorary degrees.

Concurrent Sessions I: ***From a Need for Excellence to the Achievement of Excellence***

Assembly of Elementary Schools .... Salons 3 and 4

How should principals of elementary schools react to the various national reports dealing with the quality of the nation's schools? This presentation will relate to the importance of principal leadership in achieving a quality elementary school program. Focus will also be placed on effective schools research and the positive aspects of evaluation/accreditation of elementary schools.

Presiding: **Jerry C. Olson,** Director of Vocational Education, Pennsylvania Department of Education; Chair, Executive Committee of the Assembly of Elementary Schools.

Speaker: **James L. Doud,** President Elect, National Association of Elementary School Principals.

Dr. Doud is Associate Professor of Teaching in Elementary Education and Principal of the Price Laboratory School at the University of Northern Iowa. He has been a member of the National Association of Elementary School Principals since 1964 and has held numerous positions within that association. Dr. Doud completed the Doctorate at the University of Iowa and received his Master's and undergraduate degrees from Drake University. He holds a membership in the Educational Administrators of Iowa and the National Association of Laboratory Schools. Within the North Central Association of Colleges and Schools, he has served as a member of the Commission on Schools and as a member of the Board of Trustees. He has served on many evaluation teams. Dr. Doud has published widely in the field of education and has made many presentations to educational groups. He has been active as a consultant to state boards of education, school districts and schools. He is the recipient of many honors and awards.

Commission on Secondary Schools .... Dominion Ballroom A

Dealing with raised expectations as distinct from minimum expectations; what we are trying to do in New Jersey to change our course to demand more and to expect more.

Presiding: **Clay E. Givler,** Principal, York County Vocational Technical School, York Pennsylvania; Chair, Commission on Secondary Schools

Speaker: **Saul Cooperman,** Commissioner of Education, State of New Jersey

At the time of his appointment, Dr. Cooperman was Superintendent of Schools in Madison, New Jersey. He began his career as a teacher at the secondary level and held posts of vice principal and principal. Dr. Cooperman completed his undergraduate studies at Lafayette College and received his Master's and Doctoral degrees from Rutgers University. He has devoted twenty-three years to public education in the State of New Jersey. In addition to educational administration, Dr. Cooperman's work has been primarily in the areas of curriculum and teaching skills. His approach to management is to put principles and philosophy into action and his administrative style is task-oriented.

Commission on Higher Education . . . . Dominion Ballroom B

During the financially troubled past decade, students asked: "How much does it cost?" "How long will it take?" "How much will I make?" Enrollments in professional programs rocketed; those in arts and humanities plummeted. Now, higher education faces even greater challenges—rising costs, declining demographics, Federal cuts, and increasing public expectations. The spate of recent national reports on education's sad state focused on pre-college levels. But higher education has its problems with quality, too. From admissions requirements to core curricula to grading policies to exit standards, most universities and colleges need to re-examine themselves. The American University has confronted these issues directly. Not all the results are in or are favorable. The challenge is severe; the problems, great. Yet, higher educational institutions must do more than just survive; they must excel. And they can.

Presiding: **Bruce Dearing,** University Professor of Humanities in Medicine, SUNY Upstate Medical Center, Syracuse, New York; Chair, Commission on Higher Education

Speaker: **Richard Berendzen,** President, American University

Dr. Berendzen served American University as Professor of Physics, Dean of the College of Arts and Sciences and as University Provost, the chief academic and administrative officer. Under his guidance the American University's endowment has more than doubled, its percentage of yield has been the highest in the nation; SAT scores of its entering freshmen have increased by one hundred and twenty points; its curriculum has changed markedly (with the introduction of a core program, honors program, exit competency exams, and a twenty-five percent increase in class time); several campus facilities have been renovated, built or purchased; its annual fund raising has increased more than three hundred percent; numerous new programs have been introduced, several distinguished persons have joined its teaching faculty; and the net financial worth of its boards has increased by more than three billion. Dr. Berendzen received his B.S. from the Massachusetts Institute of Technology, and his M.A. and Ph.D. from Harvard University. He has taught at Harvard, and Boston University in addition to American University. He has been acclaimed for outstanding teaching and has received two honorary degrees. Dr. Berendzen has authored or coauthored several books and more than one hundred and fifty articles and reviews. He has been featured in two NASA Films and has been a guest or host on more than four hundred radio and television programs in this country and abroad. Dr. Berendzen was selected by *Change* as one the nation's top young leaders in higher education.

2:30 P.M. - 3:40 P.M. **Concurrent Sessions II: *Breakout Sessions***

Participant discussion will flow from the presentations made in the first two sessions. Several discussion groups will be formed.

Assembly of Elementary Schools

Moderator: Sister Mary Anne Basile, R.S.M., Associate Director of the Assembly of Elementary Schools . . . . Salons 3 and 4

Sister Mary Basile is a doctoral student at the University of Pennsylvania in the Educational Leadership Department. She developed and implemented a model for a supervisory team to service forty-three elementary schools of the Sisters of Mercy. She has designed leadership development programs, and programs in supervision and learning and teaching styles for the Dioceses of Raleigh, North Carolina and Allentown, Pennsylvania. Sister Mary Basile received an M.A. at Notre Dame University and the A.B. from Villanova University. She has studied at Dayton University, Fordham University, Seton Hall University and Xavier University.

Moderator: **Jerry C. Olson,** Director of Vocational Education, Pennsylvania Department of Education; Chair, Executive Committee of the Assembly of Elementary Schools . . . . Salons 3 and 4

Dr. Olson was Superintendent of the Pittsburgh Public Schools before assuming his present position. He held many positions in that system including Assistant Superintendent of OVT Education, and Director and Curriculum Coordinator OVT Education. Dr. Olson has taught at Ohio State University, University of Pittsburgh, University of Minnesota, and Oregon State University. He received the Doctorate from Ohio State University, his Master's Degree from the University of Pittsburgh, and his undergraduate degree from California State College, Pennsylvania.

Commission on Secondary Schools

Moderator: **Sister Doris Ann Bowles, O.P.,** Superintendent of Schools, Archdiocese of Newark . . . . Salons 5 and 6

Sister Doris Ann Bowles has her B.A. degree in English from Caldwell College; her M.A. in Speech and Drama from Catholic University and she is a Doctoral Candidate in Administration at New York University. Sister Doris attributes her considerable knowledge of education to having had the opportunity to teach at all levels: elementary, secondary, and higher education. She was principal of a regional high school in Scotch Plains, New Jersey for eight years.

Moderator: **Elizabeth A. Edmonds,** Principal, Southwestern High School, Baltimore, Maryland; Member, Commission on Secondary Schools . . . . Salons 5 and 6

To her leadership has been credited the "turning around" of Booker T. Washington Junior High School and a city change in academic standards for extra curricular activities, including athletic programs in secondary schools in Maryland. Mrs. Edmonds has been affiliated with the Baltimore City Public Schools for most of her life as student, teacher, department head, special assistant, principal, and assistant to the deputy superintendent. Mrs. Edmonds received her undergraduate and Master's degrees from Loyola College. She has done additional graduate work at Johns Hopkins University, Morgan State College, American University and New York University and she studied in Kyoto, Japan. Mrs. Edmonds has served on many advisory councils including the Principals' Advisory Committee to the National Study: Improving Basic Skills in Secondary Schools, the Maryland State Advisory Committee of the Commission on Secondary Schools and the Committee to Study Senior High Schools in Baltimore City.

Moderator: **Charles A. Gunner**, Principal, Bethlehem Central High School, Delmar, New York; Member, Commission on Secondary Schools . . . . Dominion Ballroom A

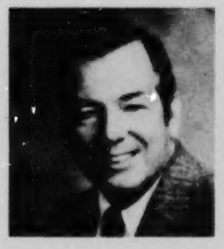
Mr. Gunner has been a principal in Philadelphia, Boston, Albany and suburban New York schools. He received his M.A. from Seton Hall University and his B.S. from George Washington University. Mr. Gunner has studied at Rutgers, University of Hartford, Glassboro State College, Fairleigh Dickinson University, Jersey City State College, and the College of St. Rose. He taught biology for ten years. Mr. Gunner is president of the Suburban Scholastic Council Principals' Association and holds a membership in the School Administrators' Association of New York, the Trustee Leadership Foundation, Phi Delta Kappa and the National Association of Secondary School Principals. He was selected as the Outstanding Administrator in 1979 by the School Administrators of New York and he received the Service to Youth Award in Teaneck, New Jersey. Mr Gunner has made presentations to national, state and local associations.

Moderator: **C. James Shapland,** Director of Professional Development for the School Administrators Association of New York State .... Dominion Ballroom A

Prior to his employment by the School Administrators Association of New York State, he served as a high school principal at Lowville Academy in New York. He also taught high school English in the state. He has served as an adjunct professor of administration at St. Lawrence University and on the summer faculty of the New York State University College at Plattsburgh.

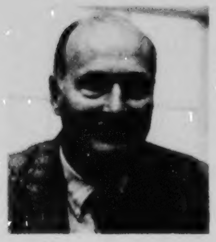
In the early 1970's he was a part of the group which founded SAANYS and gave it its early direction. The formation of SAANYS was a response to rapidly changing conditions in the schools of the state. He was president in 1975-76. He has contributed, from time to time, articles dealing with the practice of secondary school administration to various educational publications.

Mr. Shapland is responsible for the development of the broad based state-wide in-service program for school administrators and supervisors in cooperation with the State University College at Plattsburgh. In addition, he administers the professional conferences, seminars, workshops and activities of the School Administrators Association of New York State.



Moderator: **Robert E. Leslie,** Principal, Goshen Central High School, New York; Member, Commission on Secondary Schools .... Dominion Ballroom B

Prior to his appointment at Goshen Central High School, Dr. Leslie was an administrator at Upper Darby High School in Pennsylvania. His classroom teaching experience was in the field of English in both Pennsylvania and Delaware. He earned his Doctorate from Temple University and Master's and Bachelor's Degrees from the University of Pennsylvania. In addition to chairing eight Middle States evaluation teams, Dr. Leslie has served two terms as a member of the New York State Advisory Committee of the Commission. He is a member of the National Association of Secondary School Principals, the Orange County Administrators Association, the New York State Administrators' Association, and Phi Delta Kappa.



Moderator: **H. Bruce McClellan**, Headmaster, The Lawrenceville School, Lawrenceville, New Jersey .... Dominion Ballroom B

Mr. McClellan has served the Lawrenceville School since 1950, first as a member of the English Department and then as Master of Hamill House. He became headmaster in 1959. Mr. McClellan studied at New College, Oxford University as a Rhodes Scholar for two years and his degree is in English Language and Literature. His undergraduate degree is from Williams College and he is a graduate of Deerfield Academy. Mr. McClellan is a former Trustee of Heritage Foundation in Deerfield, Massachusetts and Williams College. He is President of the Board of Direction of the Association of American Rhodes Scholars. He has received honorary degrees from Williams College, Lafayette College and Rider College.

Commission on Higher Education

Moderator: **Ismael Almodovar,** President, University of Puerto Rico.... Dominion Ballroom D

Dr. Almodovar has extensive experience and expertise in the area of higher education administration, nuclear chemistry, analytical chemistry, and the administration of federal health science programs. He holds a B.S. from the University of Puerto Rico, an M.S. and a Ph.D in Chemistry from Carnegie-Mellon University. He has completed post-doctoral studies in physics at Brookhaven National Laboratory, was selected as a J.D. Candidate, Graduate School of Law, University of Puerto Rico, and completed short courses on Budget Formulation and Government Contract Negotiations. Dr. Almodovar has held a number of academic positions and administrative posts at UPR, including among others: Director, Puerto Rico Nuclear Center; Director, Graduate Studies UPR Mayaguez; Professor of Chemistry; Dean, College of Natural Sciences; Chairman, Chemistry Department UPR Rio Piedras; and Health Scientist Administrator (IPA appointment) Division of Research Resources, The National Institutes of Health, Bethesda, Maryland.

Widely published in the field of nuclear science, Dr. Almodovar has lectured in Europe, Latin America, the U.S.A., and Puerto Rico; has delivered many technical papers and has served as a member of the Board of Trustees of: the National Library of Medicine; the Caribbean Universities Foundation (UNICA); the American Council on Education Issues;

the Education Commission of the States; as President of UNICA Association and of the Puerto Rican Association of University Presidents. Earlier last year he was selected by the Secretary of the Army to serve as a member of the Army Advisory Panel on ROTC Affairs. At present he presides over a Special Commission of the UPR Board of Trustees on the Social Mission and Responsibility of the University.

Moderator: **Rose M. Channing,** President, Middlesex County College, New Jersey; Second Vice Chair, Commission on Higher Education .... Dominion Ballroom D

Dr. Channing began her career as a public health nurse and supervisor of the Jersey City Public Health Nursing Service. She was Director of Education at the Perth Amboy, New Jersey Hospital School of Nursing. Dr. Channing was a member of the planning staff for Middlesex County College, and served that institution as Chairman, Department of Nurse Education and Dean for the Division of Health Technologies, prior to assuming the presidency in 1978. She is currently the president of the Association of County Community Colleges in New Jersey; member of the Executive Committee of the American Association of Community and Junior Colleges International/Intercultural Consortium; chairman of the Task Force on Education of New Brunswick Tomorrow; and member of the Advisory Committee of the Graduate School Vocational/Technical Education at Rutgers University. Dr. Channing received a nursing diploma from the Jersey City Hospital School fo Nursing, Jersey City, New Jersey; Master's and Doctoral degrees from Teachers College, Columbia University, New York. She has published widely in the field of nursing education, associate degree nursing, higher education management and leadership and advancement of women. She is listed in *Who's Who* and has received many awards for service to the profession, to education, and to the community.

Moderator: **Helena Bain Howe,** President, Cayuga Community College, New York . . . . Dominion Ballroom C

Prior to becoming President of Cayuga Ms. Howe was Director of the Community College Unit for the Bureau of Higher and Continuing Education within the United States Department of Education; Associate Commissioner for Higher Education Assistance; and President of Mesa Community College. Ms. Howe received her J.D. and B.A. degrees from Syracuse University and has studied at Arizona State University. Ms. Howe's teaching experience has included elementary and post-secondary levels and she is a member of the New York Bar. Ms. Howe is a National Panelist on Women in Higher Education and a member of the Advisory Board of Media Systems, Inc., the Advisory panel for ERIC Clearinghouse for Junior/Community Colleges, the National Advisory Committee in Productivity for the Advisory Commission/League for Innovation, the Editorial Board for the *Community College Review,* the Task Force on Energy of the American Association of Community and Junior Colleges, and on the Boards of Directors of the Red Cross and YMCA in Auburn, New York.

Moderator: **Jean E. Moore,** Director of Program Development, Temple University, Pennsylvania . . . . Dominion Ballroom C

Dr. Jean E. Moore has been on the faculty and in the administration of Temple University for fourteen years. Prior to entering the academic community she was employed at national and local governmental levels, including the U.S. Department of Housing and Urban Development, the U.S. Veterans Administration, and the Philadelphia Redevelopment Authority, Professionally a social worker, Dr. Moore's more recent concentration in higher education has included teaching, administration, research, and program development work at the local, state, and federal levels. She has worked closely with Middle States as a member and chair of evaluation teams, in the orientation of new evaluators, and as a periodic review report reader.

Moderator: **Virginia L. Radley,** President, SUNY College of Arts and Science, Oswego, New York; Member, Commission on Higher Education .... Pacific Ballroom

Dr. Radley's affiliation with SUNY College of Arts and Science at Oswego began in 1974 with her appointment as Executive Vice President and Provost. She was named Acting President in 1976 and President in 1978. Dr. Radley has had administrative positions at SUNY Central Administration, Nazareth College of Rochester, Russell Sage College and Goucher College. She was on the faculty at Chatham Hall and Emily Howland Central School. She is widely published in the area of higher education management and within her own discipline, Nineteenth Century Romantic Poetry. She has presented major addresses at national, regional, state and local levels. Dr. Radley has served on seven CHE teams, chairing four of them. She has been a consultant to several higher education institutions and serves on many committees and boards. Dr. Radley has received numerous honors and awards including the Distinguished Alumnus Award from Syracuse University, the Galileo Medal from the University of Pisa and the Distinguished Administrator Award from the Association of Professional and Managerial Executive Women. She is listed in *Who's Who in America, International Who's Who in Education, Directory of American Scholars, The World's Who's Who of Women,* and the *Directory of International Biography.*

Moderator: **Daniel N. DeLucca,** President, Spring Garden College, Pennsylvania .... Pacific Ballroom

Mr. Daniel N. DeLucca has been President of Spring Garden College in Philadelphia, Pennsylvania since 1977. Under his leadership the college has grown to the point where it is in the process of acquiring a new thirty-three acre campus to meet present and future needs. A graduate of St. Bonaventure University and New York University, Mr. DeLucca spent twenty-two years at St. Joseph's University in Philadelphia as Professor, Chairman of the Department of Business Administration, Assistant to the President and Vice President for Planning and College Relations. A pioneer in corporate social responsibility he has lectured and published extensively on the subject including his most recent work, "Business Social Responsibility". The disciplines of higher education and management have also been a focus of his consulting and lecturing. Awards include an honorary doctorate, Freedom's Foundation Honor Award, New Common Society Award and the Lindback Foundation Award for Distinguished Teaching.

3:45 P.M. - 4:00 P.M. **Coffee Break** . . . . Dominion Ballroom Foyer

4:00 P.M. - 5:30 P.M. **Business Meeting** . . . . Dominion Ballrooms A and B

Presiding: **Thomas J. Bradshaw,** Director of Personnel, Edison Township Public Schools, Edison, New Jersey; President of the Association

Parliamentarian: **John F. Budway,** Dean of Personnel Services, St. John's University, Jamaica, New York

5:30 P.M. - 6:30 P.M. **Social Hour** (One complimentary ticket and cash bar)

6:30 P.M. - 8:00 P.M. **Dinner** . . . . Canadian Ballroom

Invocation: **Reverend Raymond M. Bost,** President, Lutheran Theological Seminary

Address: ***Achieving Excellence in Public and Private Education: Closing the Widening Gap***
In a period of confused signals: economic, deluge of reports, demographics—demand for a return to basics (whatever they are) and changing priorities at all levels of education have tended to heighten the tension between public and private sectors. What can be done about it? How are we to, or can we close the widening gaps in the educational fabric? What is meant by "quality"—can we define it? If we can not, there is little hope of achieving it. Dr. Millard will discuss "basics" to consider, among them: quality of educational objectives, diverse societal needs, clear and precise statement of objectives, resources. While these basics do not offer a panacea, they do constitute at least a foundation on which greater understanding, tolerance, and cooperation can be based.

Presiding: **Thomas J. Bradshaw,** Director of Personnel Edison Township Public Schools, Edison, New Jersey; President of the Association

Speaker: **Richard M. Millard,** President, Council on Postsecondary Accreditation

Dr. Millard was the Director of Postsecondary Education for the Education Commission of the States, Chancellor of the Board of Higher Education for the Commonwealth of Massachusetts, Dean of the College of Liberal Arts and Professor of Philosophy at Boston University. Dr. Millard received the Ph.D. and A.M. from Boston University and his A.B. from DePauw University. He is a member of the American Association for the Advancement of Science, the American Association for Higher Education, the American Association of University Professors, the American Philosophical Association, the Association for the Study of Higher Education, and the Metaphysical Society of America. He is a Fellow in the John Dewey Society. He is serving on the Commission on Educational Credit and Credentials for the American Council on Education, and the Office of Women in Higher Education National Panel, the Board of Visitors at DePauw University, the Committee on the Humanities Sub-Committee on Accrediting Agencies for the American Educaton Study Association and on the Advisory Board for the Center for Mediation in Higher Education. Dr. Millard has published widely in the fields of philosophy, religion, ethics, higher education and planning, nursing and vocational education.

8:00 P.M. **Meetings of the Commissions and Assembly**

Assembly of Elementary Schools . . . . Salons 5 and 6

Competency Based Criteria for Elementary and Middle School Evaluation

Commission on Secondary Schools . . . . Provincial Room North

Maintenance of Accreditation After Evaluation: Means of Assuring Excellence

Commission on Higher Education . . . . Provincial Room South

Open Forum

Presiding: **Bruce Dearing,** University Professor of Humanities in Medicine, SUNY Upstate Medical Center, Syracuse, New York; Chair, Commission on Higher Education

SATURDAY, DECEMBER 10, 1983

7:30 A.M. - 9:30 A.M. **Registration** . . . . Dominion Ballroom Foyer

8:00 A.M. **Continental Breakfast**

9:00 A.M. - 10:25 A.M. **Concurrent Sessions III:** ***Educational Leadership for Excellence***

Planning for Excellence

Assembly of Elementary Schools . . . . Seminar Room A

Among other things the evaluation/accreditation protocol of the Assembly of Elementary Schools examines the quality of the school's movement. Elementary school accreditation anticipates that accredited schools establish how they will move into the future. The protocol requires each school to submit an action plan that utilizes techniques of strategic planning. These techniques are the subject of this section. They include: Educational Futures and the Strategic Vision; Syntax for School-wide Goals; Sequence and Strategy, Time Lining, Allocation of Resources; and Monitoring. Assembly schools use these techniques to build the future they choose. They are designed to help the school know what it is, what it can be, and how to get from the one to the other. Handouts of support publications under development are available.

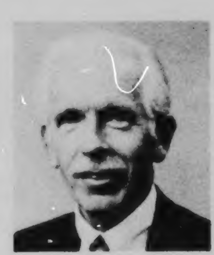
Presiding: **Louise Brennen,** Deputy Associate Superintendent of the Pittsburgh Public Schools; Member, Executive Committee of the Assembly on Elementary Schools

Speaker: **John A. Stoops,** Executive Director
Following service as a teacher and school administrator in the public schools of Delaware and Pennsylvania John Stoops was appointed Dean of the School of Education at Lehigh University. Subsequent to this he served at Lehigh as Distinguished Professor of Educational Philosophy and Director of the Institute for Educational Evaluation. In this capacity he became involved in the inception of elementary school evaluation and accreditation and the development of MSA's Assembly of Elementary Schools. When the Assembly was detached from the Institute in 1979, he joined the staff of the Association as Executive Director of the Assembly of Elementary Schools.

Commission on Secondary Schools .... Canadian Ballroom

In the Prince George's County Public Schools, the concept of "planning for excellence" is intrinsic to the definition of the entire instructional program, especially as it relates to improving classroom instruction and meeting the special needs of students. It is an ongoing process involving many diverse yet essential components, from analyzing competency and achievement tests to enlisting the support of business and neighborhood communities. In this presentation, Dr. Feeney will explain the efforts of his school system to manage the delicate balance of planning and achieving excellence in education.

Presiding: **Gloria H. Canegata,** District Superintendent of Education, St. Croix Department of Education, St. Croix, U.S. Virgin Islands; Member, MSA Board of Trustees



Speaker: **Edward J. Feeney,** Superintendent, Prince George's County, Maryland Public Schools

Edward J. Feeney is Superintendent of the Prince George's County Public Schools, the thirteenth largest school system in the nation and the second largest in the State of Maryland. He was appointed as Superintendent in 1976 by the Board of Education, following a career that began as an elementary school teacher in 1953 and progressed through several administrative positions including elementary school principal, supervisor and administrative assistant to the superintendent. A graduate of St. Anslem's College of Manchester, New Hampshire, he received the Doctorate and the Master's degrees from George Washington University. In 1977 Dr. Feeney was awarded the National Brotherhood Citation by the Prince George's Chapter of the National Conference of Christians and Jews, and in 1980 he was selected as one of the top one hundred school executives by the *Executive Educator magazine.*

Commission on Higher Education .... Provincial Room North

The presentation will focus on identifying a planning agenda and implementation strategies for developing and/or maintaining excellence in higher education in order for colleges to successfully enter the twenty-first century. The planning agenda will be illustrated by examining the comprehensive and integrated planning model developed within the context of a modified matrix management system at King's College. The planning outcomes are designed to provide an effective answer to the question, "What does it mean to be educated in the twenty-first century?"

Presiding: **Milton G. Bassin,** President, York College of The City University of New York, Jamaica, New York; Immediate Past President of the Association.

Speaker: **Donald W. Farmer,** Dean for Planning and Institutional Research, King's College, Pennsylvania

Dr. Farmer directs the Title III (Strengthening Developing Institutions) Grant which he authored. He received his Doctorate and Master's degree in history at Georgetown University and completed undergraduate work at Trinity College in Connecticut. Dr. Farmer has received a certificate in Business Management from American Management Association's Extension Institute. His postgraduate studies were done in Intellectual History and Art History at New York University and the State University of New York at Binghamton. Dr. Farmer has consulted widely in the field of planning, management development, environmental scanning, strategic planning, evaluation and marketing.

Developing Leadership for Excellence

Assembly of Elementary Schools .... Seminar Room B

This session will examine the elements of leadership which provide some insight into the relationship of equality to excellence. The focus of this session will be on innovative approaches to decision-making and problem-solving. Some specific leadership development strategies and creative problem-solving methods will be demonstrated. Examples of possible application for elementary education will be discussed.

Presiding: **Frank W. Thomas,** Principal, Blue Mountain Middle School, New York; Member, Executive Committee of the Assembly on Elementary Schools

Speaker: **Scott G. Isaksen,** Director, Interdisciplinary Center for Creative Studies, SUNY College of Arts and Science, Buffalo, New York.

Dr. Isaksen teaches within the Creative Studies Program. He is a member of the graduate faculty, working with students who are interested in pursuing more advanced study into the nature and nurture of creativity. Those who gain exposure to the area through the efforts of the Creative Education Foundation can delve further into the research practice relating to creative thinking and innovation.

Dr. Isaksen supports the efforts of the Creative Education Foundation by serving as the Associate for Leadership Development and as a faculty member and consultant to various programs and clients. Programs and workshops have been offered across the United States and Canada and have included Creative Problem-Solving Institutes and Extension Programs, and work with industrial clients, volunteer organizations, and governmental agencies.

Dr. Isaksen's work experiences have been diverse. He blends experiences from the managerial and financial worlds with his elementary teaching career of eight years as well as his college teaching and administration. He has co-authored *The Handbook for Creative Learning* and has published his work in *The Journal of Creative Behavior* and *The Social Science Record.* He received a Bachelors Degree from the SUNY College of Arts and Science at Buffalo, and his Master's of Science in Creative Studies, and Doctorate in Curriculum Planning from the SUNY Center at Buffalo.

Commission on Secondary Schools .... Salons 3 and 4

Some concepts and critical factors in leadership will be discussed. Creative leadership will be described as a means of developing educational excellence. This involves understanding and tapping more fully a leader's creative potential as well as nurturing the creative accomplishments of individuals and teams that one leads. Leaders can use creative problem-solving to turn aspirations into realities—in school administration and in curriculum development. Creative problem-solving methodology will be outlined as a system of leadership development for both staff and students. Suggestions will be offered for "Quality-Equality Circles" and other productive means of tapping the talents of individuals toward creative management and learning. Creative problem-solving will be presented as a learning model for developing excellence.

Presiding: **Marie P. Parnell,** Superintendent, Sayreville Public Schools, Parlin, New Jersey; Vice Chair, Commission on Secondary School.

Speaker: **Sidney J. Parnes,** Professor of Creative Studies, SUNY College of Arts and Science, Buffalo, New York; President, Creative Education Foundation

Dr. Parnes has conducted a wide variety of management and creativity workshops, seminars and institutes both in the United States and abroad, for personnel in business, education and government for the past thirty some years. He received his B.A. in Business Administration, M. Ed. in Distributive Education, and Ph.D. in General Education and Vocational Education from the University of Pittsburgh. He has conducted several extensive research studies on the nurture of creative behavior. His most important books include *The Magic of Your Mind* (1981); *Aha! Insights into Creative Behavior* (1975); *Guide to Creative Action* (1977) and *Creative Actionbook* (1976) (with Noller and Biondi); *Assessing Creative Growth,* Books One and Two, (1976) (edited with Biondi); *Toward Supersanity: Channeled Freedom* (1973) and its *Research Supplement* (1974) (with Noller); and *A Source Book for Creative Thinking* (1962) (edited with Harding). Presently he is concentrating on research into imagery and the creative problem-solving process. He is on the Advisory Board of the *Journal of Creative Behavior.*

Speaker: **John A. Moffat,** Instructor of Creative Studies, SUNY College of Arts and Science, Buffalo, New York.

John A. Moffat in addition to being on the faculty of Creative Studies at SUNY College of Arts and Science at Buffalo is also a Foundation Associate for Springboard Programming. Blending a background of psychology, personnel services and creative studies, he is currently working with creative leadership facilitation and learning styles to develop techniques which will nurture these individuals. As a trainer for Cornell University, New York State School of Industrial/Labor Relations, he has conducted workshops for numerous business and academic organizations. He received his undergraduate and Master's degrees at the SUNY College of Arts and Science, Buffalo, New York.

Commission on Higher Education .... Salons 5 and 6

This session will review briefly current conceptions of leadership and leadership development. It will next address the important role of training in problem-solving and creativity in leadership development. Specific creative problem-solving methods and techniques will be demonstrated. Examples of possible applications for higher education will be considered.

Presiding: **Margaret M. Healy,** Treasurer, Bryn Mawr College; Vice Chair, Commission on Higher Education

Speaker: **Donald J. Treffinger,** Professor of Creative Studies and Exceptional Education, SUNY College of Arts and Science, Buffalo, New York; Director, Center for Creative Learning

Dr. Treffinger's instructional career spans elementary and postsecondary education. Previous to assuming his present position, he has held faculty positions at Purdue University and University of Kansas. He has been a visiting lecturer at Elmira College, Cornell University, University of Connecticut (Distinguished), and the University of Victoria. Dr. Treffinger has reviewed textbooks and article manuscripts for eight publishers. He is Book Review Editor for the *Journal of Creative Behavior.* His election as Colleague of the Creative Education Foundation grew out of extensive involvement as resource leader to the Foundation. Dr. Treffinger was a consultant for seven years to the United States Department of Education, Bureau of Education for the Gifted. He was elected a Fellow of the American Psychological Association. He has published extensively in a variety of textbooks and journals, alone and with others.

Leadership and Collaboration: Colleges and Secondary Schools . . . . Salon 10

The genesis and development of the "What We Expect" statement, concerning secondary school preparation for college level study will be described in the context of similar expressions of concern nationally. There are lessons to be learned from the reception to the statement given by secondary school educators and others interested in secondary and college education, and there are possibilities for collaborative efforts between colleges and schools to be found in these lessons.

Presiding: **Michael J. Reynolds,** Assistant Vice Chancellor for University Planning, State University of New York, Albany, New York; Member, MSA Board of Trustees

Speaker: **Richard P. Traina,** Academic Vice President and Dean, Franklin and Marshall College, Pennsylvania

Prior to assuming his present position within Franklin and Marshall College, Dr. Traina was Dean and Professor at the College. He served Wabash College as instructor, Assistant Professor, Associate Professor and Dean. He received the Ph. D. and M. A. in History from the University of California at Berkeley and his B.S. from the University of Santa Clara. Dr. Traina has published two books within the field of history and holds membership in numerous organizations. He has been active in community organizations throughout his professional career.

Speaker: **Judith Broadwin,** Mathematics Teacher, Jericho High School, New York

Judith Broadwin has been a mathematics teacher at Queens College of The City University of New York and for the past sixteen years has been teaching mathematics at Jericho High School. She is a reader and table leader of the Advanced Placement Examination and has been a member of the Council of Academic Affairs of The College Board. She also serves as an Advanced Placement consultant in mathematics for The College Board.

Speaker: **Linda Rosenzweig,** Assistant Professor of Education, Chatham College, Pennsylvania

Linda Rosenzweig is an Assistant Professor of Education at Chatham College, Co-Director of the Project on Social History, and a Senior Research Associate at the Carnegie-Mellon Education Center. In addition to teaching experience at the postsecondary level, she has taught secondary school students and adults. Ms. Rosenzweig received the D. A. and M. A. from Carnegie-Mellon University and the B. A. from Chatham College. She has published in the fields of history and education and has served as a consultant in values education, moral development, ethical issues in decision-making and social history in the curriculum.

Speaker: **Margaret A. Smith,** Commissioner for Basic Education, Pennsylvania Department of Education

Margaret Smith is the former Superintendent of the Saucon Valley School District. She has served as Assistant Superintendent in both the Avon Grove and Wissahickon School Districts and was a Graduate Assistant in Educational Administration at the Pennsylvania State University. Dr. Smith received her Doctorate in Educational Administration from the Pennsylvania State University; her Master's degree from Indiana University of Pennsylvania; the Bachelor of Science degree from Edinboro State College and Liberal Arts degree from Central State University in Oklahoma.

10:30 A.M. - 10:45 A.M. **Coffee Break**

10:45 A.M. - 11:55 A.M. **Concurrent Sessions IV:** ***Educational Leadership for Excellence***

Planning for Excellence

Assembly of Elementary Schools .... Seminar Room A
Among other things the evaluation/accreditation protocol of the Assembly of Elementary Schools examines the quality of the school's movement. Elementary school accreditation anticipates that accredited schools establish how they will move into the future. The protocol requires each school to submit an action plan that utilizes techniques of strategic planning. These techniques are the subject of this section. They include: Educational Futures and the Strategic Vision; Syntax for School-wide Goals; Sequence and Strategy, Time Lining, Allocation of Resources; and Monitoring. Assembly schools use these techniques to build the future they choose. They are designed to help the school know what it is, what it can be, and how to get from the one to the other. Handouts or support publications under development are available.

Presiding: **Barbara R. Frey**, Member, Executive Committee, Assembly of Elementary Schools

Speaker: **John A. Stoops,** Executive Director

Following service as a teacher and school administrator in the public schools of Delaware and Pennsylvania John Stoops was appointed Dean of the School of Education at Lehigh University. Subsequent to this he served at Lehigh as Distinguished Professor of Educational Philosophy and Director of the Institute for Educational Evaluation. In this capacity he became involved in the inception of elementary school evaluation and accreditation and the development of MSA's Assembly of Elementary Schools. When the Assembly was detached from the Institute in 1979, he joined the staff of the Association as Executive Director of the Assembly of Elementary Schools.

Commission on Secondary Schools . . . . Canadian Ballroom

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Presiding: **John C. Dunlap,** Superintendent of Schools, Susquehanna Township District, Harrisburg, Pennsylvania; Member, Board of Trustees

Speaker: **Edward J. Feeney,** Superintendent, Prince George's County, Maryland Public Schools

Edward J. Feeney, is Superintendent of the Prince George's County Public Schools, the thirteenth largest school system in the nation and the second largest in the State of Maryland. He was appointed Superintendent in 1976 by the Board of Education, following a career that began as an elementary school teacher in 1953 and progressed through several administrative positions: including elementary school principal, supervisor and administrative assistant to the superintendent. A graduate of St. Anslem's College of Manchester, New Hampshire, he received Doctoral and Master's degrees from George Washington University. In 1977 Dr. Feeney was awarded the National Brotherhood Citation by the Prince George's Chapter of the National Conference of Christians and Jews, and in 1980 he was selected as one of the top one hundred school executives by the *Executive Educator* magazine.

Commission on Higher Education .... Provincial Room North

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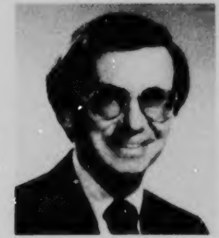
Presiding: **Rhoda M. Dorsey,** President, Goucher College, Maryland; First Vice President of the Association



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Developing Leadership for Excellence

Assembly of Elementary Schools .... Seminar Room B

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Presiding: **Rollin P. Baldwin,** President, The Baldwin League of Independent Schools, New York; Member, MSA Board of Truestees

Speaker: **Scott G. Isaksen,** Director, Interdisciplinary Center for Creative Studies, SUNY College of Arts and Science, Buffalo, New York.

Dr. Isaksen teaches within the Creative Studies Program. He is a member of the graduate faculty working with students who are interested in pursuing more advanced study into the nature and nurture of creativity. Those who gain exposure to the area through the efforts of the Creative Education Foundation can delve further into the research and practice relating to creative thinking and innovation.

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Commission on Secondary Schools .... Salons 3 and 4

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Presiding: **Msgr. Francis J. Taylor,** Vicar for Education and Superintendent of Schools, Harrisburg, Pennsylvania; Member, Commission on Secondary Schools

Speaker: **Sidney J. Parnes,** Professor of Creative Studies, SUNY College of Arts and Science, Buffalo, New York; President, Creative Education Foundation

Dr. Parnes has conducted a wide variety of management and creativity workshops, seminars and institutes both in the United States and abroad, for personnel in business, education and government for the past thirty some years. He received his B. A. in Business Administration, M. Ed. in Distributive Education, and Ph. D. in General Education and Vocational Education from the University of Pittsburgh. He has conducted several extensive research studies on the nurture of creative behavior. His most important books include *The Magic of Your Mind* (1981); *Aha! Insights into Creative Behavior* (1975); *Guide to Creative Action* (1977) and *Creative Actionbook* (1976) (with Noller and Biondi); *Assessing Creative Growth,* Books One and Two, (1976) (edited with Biondi); *Toward Supersanity: Channeled Freedom* (1973) and its *Research Supplement* (1974) (with Noller); and *A Source Book for Creative Thinking* (1962) (edited with Harding). Presently he is concentrating on research into imagery and the creative problem-solving process. He is on the Advisory Board of the *Journal of Creative Behavior.*

Speaker: **John A. Moffat,** Instructor of Creative Studies, SUNY College of Arts and Science, Buffalo, New York.

John A. Moffat in addition to being on the faculty of Creative Studies at SUNY College at Buffalo is also a Foundation Associate for Springboard Programming. Blending a background of psychology, personnel services and creative studies, he is currently working with creative leadership facilitation and learning styles to develop techniques which will nurture these in individuals. As a trainer for Cornell University, New York State School of Industrial/Labor Relations, he has conducted workshops for numerous business and academic organizations. He received his undergraduate and Master's degrees at SUNY College of Arts and Science, Buffalo, New York.

Commission on Higher Education .... Salons 5 and 6

This session will review briefly current conceptions of leadership and leadership development. It will next address the important role of training in problem-solving and creativity in leadership development. Specific creative problem-solving methods and techniques will be demonstrated. Examples of possible applications for higher education will be considered.

Presiding: **Eileen Kuhns,** Associate Professor and Coordinator, Education Administration, The Catholic University of America, Washington, D.C.; Member, Commission on Higher Education

Speaker: **Donald J. Treffinger,** Professor of Creative Studies and Exceptional Education, SUNY College of Arts and Science, Buffalo, New York; Director, Center for Creative Learning

Dr. Treffinger's instructional career spans elementary and postsecondary education. Previous to assuming his present position, he has held faculty positions at Purdue University, and University of Kansas. He has been a visiting lecturer at Elmira College, Cornell University, University of Connecticut (Distinguished), and the University of Victoria. Dr. Treffinger has reviewed textbooks and article manuscripts for eight publishers. He is Book Review Editor for the *Journal of Creative Behavior.* His election as Colleague of the Creative Education Foundation grew out of extensive involvement as resource leader to the Foundation. Dr. Treffinger was a consultant for seven years to the United States Department of Education, Bureau of Education for the Gifted. He was elected a Fellow of the American Psychological Association. He has published extensively in a variety of textbooks and journals alone and with others.

Leadership and Collaboration: Colleges and Secondary Schools. .... Salon 10

The genesis and development of the "What We Expect" statement, concerning secondary school preparation for college level study will be described in the context of similar expressions of concern nationally. There are lessons to be learned from the reception to the statement given by secondary school educators and others interested in secondary and college education, and there are possibilities for collaborative efforts between colleges and schools to be found in these lessons.

Presiding: **John H. Moser,** Director of Admissions, Grove City College, Grove City, Pennsylvania; Chair, MSA Committee on School and College Relations

Speaker: **Richard P. Traina,** Academic Vice President and Dean, Franklin and Marshall College, Pennsylvania

Prior to assuming his present position within Franklin and Marshall College, Dr. Traina was Dean and Professor at the College. He served Wabash College as instructor, Assistant Professor, Associate Professor and Dean. He received the Ph. D. and M. A. in History from the University of California at Berkeley and his B.S. from the University of Santa Clara. Dr. Traina has published two books within the field of history and holds membership in numerous organizations. He has been active in community organizations throughout his professional career.

Speaker: **Judith Broadwin,** Mathematics Teacher, Jericho High School, New York

Judith Broadwin has been a mathematics teacher at Queens College of The City University of New York and for the past sixteen years has been teaching mathematics at Jericho High School. She is a reader and table leader of the Advanced Placement Examination and has been a member of the Council of Academic Affairs of The College Board. She also serves as an Advanced Placement consultant in mathematics for The College Board.

Speaker: **Linda Rosenzweig,** Assistant Professor of Education, Chatham College, Pennsylvania

Linda Rosenzweig is an Assistant Professor of Education at Chatham College, Co-Director of the Project on Social History, and a Senior Research Associate at the Carnegie-Mellon Education Center. In addition to teaching experience at the postsecondary level, she has taught secondary school students and adults. Ms. Rosenzweig received the D. A. and M. A. from Carnegie-Mellon University and the B. A. from Chatham College. She has published in the fields of history and education and has served as a consultant in values education, moral development, ethical issues in decision-making and social history in the curriculum.

Speaker: **Margaret A. Smith,** Commissioner for Basic Education, Pennsylvania Department of Education

Margaret Smith is the former Superintendent at the Saucon Valley School District. She has served as Assistant Superintendent in both the Avon Grove and Wissahickon School Districts and was a Graduate Assistant in Educational Administration at the Pennsylvania State University. Dr. Smith received the Doctorate in Educational Administration from the Pennsylvania State University; her Master's degree from Indiana University of Pennsylvania; her Bachelor of Science degree from Edinboro State College and Liberal Arts degree from Central State University in Oklahoma.

EASTERN ASSOCIATION OF COLLEGE DEANS AND ADVISORS OF STUDENTS

President: MARGUERITE S. PUHL, Assistant Dean, Duquesne University, Pittsburgh, Pennsylvania

Vice President: FREDERICK R. BRODZINSKI, Dean of Students, Ramapo College of New Jersey, Mahwah, New Jersey

Secretary: ROBERT A. GRINCHUK, Dean of the College, Wheeling College, Wheeling, West Virginia

Treasurer: PHILIP A. LEWIS, Academic Dean, Westminster College, New Wilmington, Pennsylvania

Fifty-fifth Annual Conference

"The Reality of Reduced Resources"

FRIDAY, DECEMBER 9

1:00 P.M. - 3:00 P.M. **Executive Committee Meeting**

2:00 P.M. - 4:00 P.M. **Registration** .... Mezzanine Foyer

4:00 P.M. - 5:00 P.M. **Keynote Address** .... Salons 5 and 6

Presiding: **Frederick R. Brodzinski,** Vice President of the Association

Speaker: **T. Edward Hollander,** Chancellor, Department of Higher Education, State of New Jersey

Dr. Hollander has held senior administrative offices in two of the largest systems of higher education in the country. He has served as Vice Chancellor for Budget Academic Affairs, and Planning for The City University of New York and as New York State Deputy Commissioner for Higher and Professional Education. He is currently Chancellor of the Department of Higher Education, State of New Jersey. He indeed has extensive firsthand experience in the realities of reduced resources. A thought provoking speaker, he promises to provide a stimulating presentation.

5:15 P.M. **President's Reception for all Members**

SATURDAY, DECEMBER 10

8:00 A.M. - 9:00 A.M. **Registration** .... Dominion Ballroom Foyer

9:00 A.M. - 10:15 A.M. **Academic Challenges** .... Dominion Ballroom D

Presiding: **Michele J. LeMoal,** Assistant Vice President for Student Affairs, New York University

Speaker: **James J. Whalen,** President, Ithaca College, New York

Dr. Whalen is in his ninth year as president of Ithaca College, the largest private residential college in New York State. He serves on the Board of Directors of the National Association of Independent Colleges and Universities and chairs the Federal Relations Committee of the Commission on Independent Colleges and Universities in New York State. Dr. Whalen has also served as Executive Vice-President of Ohio University and President of Newton College.

10:15 A.M. - 10:30 A.M. **Coffee Break** .... Dominion Ballroom D

10:30 A.M. - 11:45 A.M. **Student Affairs Concerns** .... Dominion Ballroom D

Presiding: **Rudy Mayrizio,** Higher Education Development Group

Speakers: **Irving L. Slade,** Dean of Students, Queensborough Community College of The City University of New York

Dr. Slade had the unfortunate experience of being the chief student affairs officer at Queensborough Community College when The City University system went through the worst retrenchment in its history. Despite severe cutbacks, he managed to maintain services and staff morale.

Dennis L. Payette, Vice President for Student Affairs, C. W. Post Center of Long Island University

Dr. Payette heads the student affairs department at a private university that has had to respond to reduced resources. His perspective of the challenges of streamlining a student services program should provide more than adequate material for reflection.

Ronald M. Aaron, Assistant Dean of Students, Bernard M. Baruch College of The City University of New York

Dr. Aaron is the Chairperson of the Task Force on Retrenchment of the American College Personnel Association. The research of the Task Force should provide an interesting overview of the issues and problems generated by cutbacks in institutional support.

11:45 A.M - 12:15 P.M. **Business Meeting of the Association** ....Dominion Ballroom D

Presiding: **Marguerite S. Puhl,** President of the Association

2:00 P.M - 3:15 P.M. **New Imperatives for Educational Administration** ....Dominion Ballroom D

Presiding: **Carol J. Kontos,** Director of Residential Living, University of Pennsylvania

Speaker: **George Keller,** Senior Vice President, Barton-Gillet Company. Author of *Academic Strategy: The Management Revolution in American Higher Education*

Dr. Keller is the author of a most insightful new book *Academic Strategy: The Management Revolution in American Higher Education.* He has spent twenty-five years in higher education as a faculty member, college dean, and editor at Columbia University and as assistant to three presidents and chancellors at the State University of New York and the University of Maryland. He is currently senior vice president of the Barton-Gillet Company in Baltimore, an institutional planning, marketing, and communications firm.

3:30 P.M. **Members' Reception**

4:00 P.M. - 5:00 P.M. **Executive Committee Meeting**

JUNIOR COLLEGE COUNCIL OF THE MIDDLE ATLANTIC STATES

President: G. Jeremiah Ryan, Research and Development Officer, Brookdale Community College, Lincroft, New Jersey

Vice President: Charlotte Epstein, Instructional Dean for Humanities and Social Sciences, Montgomery College, Rockville Campus, Rockville, Maryland

Treasurer: Sister Marian James Deegan, Associate Professor of Business Administration, Elizabeth Seton College, Yonkers, New York

CANCEL

Secretary: Norman P. Shea, President, Westmoreland County Community College, Youngswood, Pennsylvania

SATURDAY, DECEMBER 10

8:00 A.M. *Breakfast Meeting: Federal Legislation of Interest to Community and Junior Colleges* .... Dominion Ballroom C

Presiding: **G. Jeremiah Ryan**

Speaker: **Frank Mensel,** Vice President, American Association of Community and Junior Colleges

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NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS: REGION II ADVISORY BOARD

Vice President: Thomas E. Miller, Dean of Students, Canisius College, Buffalo, New York

FRIDAY, DECEMBER 9

10:00 A.M.–4:00 P.M. *Meeting of the Advisory Board* .... Salon 2

Presiding: **Thomas E. Miller,** Dean of Students, Canisius College, Buffalo, New York

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NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION SECONDARY SCHOOL DEPARTMENT

SATURDAY, DECEMBER 10

8:00 A.M. *Breakfast Meeting:* .... Dominion Ballroom D

Co-Chair: **Michael J. Guerra,** Executive Director, Secondary School Department, National Catholic Educational Association

Co-Chair: **John L. Dixey,** Associate Director, Commission on Secondary Schools, Middle States Association of Colleges and Schools

The Proceedings

Keynote Address

Educational Excellence: Aspirations and Realities

ALEXANDER W. ASTIN

The issue of quality or excellence is probably the most fashionable topic in education these days. And while educators and politicians are engaged in a great national debate about how to achieve excellence in our schools and colleges, very little attention is being given to what we *mean* by excellence in the first place. Despite the great diversity and sophistication of our educational system in this country, most of us, I'm afraid, have implicitly come to accept a view of excellence which is remarkably narrow and possibly even self-defeating. The basic premise of my talk is that these traditional ways of defining excellence are inadequate, and that any attempts to *improve* the quality of our schools and colleges will be frustrated as long as we continue to cling to these traditional definitions. I will also propose an alternative view of quality—one that not only has significant implications for the accrediting process, but also offers a realistic basis for improving the quality of our schools and colleges in the years ahead.

The accrediting process, in my view, is concerned not only with using yardsticks of quality that are valid, but also with *promoting* excellence in our schools and colleges. Thus, in considering various definitions of educational excellence, I will apply two criteria:

First, does it reflect what we really mean by quality? Is it conceptually valid? And second, does using it help to enhance quality in American education?

Traditional Conceptions of Excellence

Excellence in American higher education has traditionally been conceived of from three different perspectives. For simplicity I have labeled these as the *reputational* conception, the *resources* conception, and the *outcomes* conception. I shall briefly consider each of these in order.

The Reputational View

Probably the most straightforward way to identify the most "excellent" schools and colleges is on the basis of consensus. Excellence, in these terms, is whatever people *think* it is. As it turns out, it is a relatively simple matter to estimate the local or national prestige of a given school or college. If you have

Alexander W. Astin, Professor of Higher Education at the University of California, Los Angeles and Director of the Higher Education Research Institute

any doubts about this, ask a group of friends to make a list of the ten or twenty "best" or most "excellent" colleges or universities in the country. What you will find is a remarkable degree of consensus, especially considering that they have some 3,000 to choose from. In my graduate seminars at UCLA I routinely have students make such a list and, as you can imagine, almost everybody's list includes Harvard, Yale, Stanford, and the like.

Similar beliefs about quality exist at the secondary school level. If people in the New York Metropolitan area, for example, were to make a list of the "best" high schools in the city, most lists would include the Bronx High School of Science.

We all are familiar with the national ratings of the quality of graduate programs in different fields that have been done over the years, particularly the most recent one done by the National Academy of Sciences. Again we get a list nearly identical to the one my students produce. Recently my UCLA colleague, Lew Solmon, and I asked college faculty to rate the quality of undergraduate institutions, and once again we came up with pretty much the same list (Solmon & Astin, 1981).

What all of this suggests to me is that there exists in the minds of most people in this country a folklore about which are the "best" educational institutions in the country. The widespread acceptance of this folklore is manifested in several other important respects.

First, the best-prepared high school students—who have pretty much of a free choice among undergraduate institutions—typically opt for one of the selective or prestigious ones. Bright students, in other words, are heavily concentrated in a limited number of the most prestigious colleges. Graduate schools manifest their belief in the folklore by giving admissions preference to graduates of elite institutions. Many employers, at the same time, manifest their acceptance of the folklore by limiting their recruitment efforts to just a few of the most elite institutions.

It should be noted that in addition to a national folklore, there are also regional folklores. Within any given region of the country there is an institutional pecking order that usually includes some of the middle-class institutions that are not generally recognized in the national hierarchy (Solmon & Astin, 1981; Astin & Solmon, 1981).

In our research we have been able to develop fairly simple procedures for identifying an institution's position in this prestige hierarchy (Astin & Lee, 1971). You need to know only two institutional characteristics to make an accurate estimate of a college's perceived excellence. By far the most important characteristic is what we call "selectivity," which is simply the average scores of entering students on either the SAT or ACT. (Astin & Henson, 1977). The second attribute is institutional *size*. I might add here that size has little effect on prestige if the college is nonselective, but that the importance of size becomes greater with increasing selectivity. It is partially for this reason that institutions such as Harvard, Yale, and Stanford, which are relatively large, have much greater prestige than equally selective institutions such as Swarthmore or Haverford.

The Resources View

The "resources" approach to assessing institutional quality has long been a favorite of the regional accrediting associations. Under this approach, excellence is equated with the quality of faculty, students, physical plant, and fiscal resources. Faculty quality is usually assessed by determining the proportion who have doctor's degrees, publication rates, or scholarly visibility. Physical plants can be assessed in terms of the number and quality of classrooms, library resources, and laboratories. Fiscal resources can be assessed in a variety of ways, including endowments, expenditures per student, student-faculty ratios, average class size and faculty salaries. Student quality is frequently equated with "selectivity," that is, with their average scores on admissions tests.

Colleges and universities tend to be highly variable with respect to resource measures: per student expenditures, for example, vary from less than $2,000 to more than $12,000. The percent of faculty holding doctoral degrees varies from less than 50 percent to more than 90 percent. And selectivity, using the sum of the verbal and mathematical scores on the College Board's Scholastic Aptitude Tests, varies from a mean of less than 600 to a mean of more than 1400.

Research has also shown that these resource measures are highly related to each other (Astin, 1962; Astin & Henson, 1977; Astin & Holland, 1962). That is, if an institution turns out to be "excellent" with respect to one of these resource measures, it also tends to be excellent with respect to most other resource measures. Institutions that are highly selective, in other words, also tend to have large endowments, highly trained and prestigious faculty, high faculty salaries, low student-faculty ratios, and so forth.

Another important feature of resource measures is that they also tend to correlate with reputational judgments. Thus, institutions that are judged as being excellent tend to be the same ones that enroll the students with the highest college admissions test scores, have the largest endowments, recruit the best trained and most prestigious faculty, pay the highest faculty salaries, and so forth. These correlations, of course, tend to lend credence to the reputational ratings.

The Outcomes View

Growing dissatisfaction with the limitations of the resources approach has recently led many educators to focus instead on educational *outcomes*. To a certain extent I think that the regional accrediting associations can take credit for the growing popularity of this approach. Proponents of the outcomes view argue that the ultimate test of excellence lies not in the institution's reputation nor in its resources, but rather in the quality of its *products*. By far the most common application of this view at the elementary and secondary levels is the use of standardized achievement tests. In virtually every major school district in the country, it is a common practice to administer standardized achievement tests to all the students and to publish the test results on a school-by-school basis in the local newspaper. Schools whose students obtain the highest scores on these tests are, by implication, the most "excellent" schools in the district. Schools whose students obtain relatively low scores, on the other hand, are considered to be the worst schools in the district.

Some of the earliest work using the outcomes approach in postsecondary education looked at outcomes like the proportion of an institution's graduates who end up being listed in *Who's Who*, the proportion who win graduate fellowships (Knapp and Greenbaum, 1953) or the proportion who go on to get doctorates (Knapp and Goodrich, 1952). Other outcome measures that have been used from time to time include the persistence rates of the institution's undergraduates and the lifetime earnings of its alumni (Solmon, 1973).

The outcomes approach to measuring excellence has a special appeal because most outcome measures, like most resource measures, turn out to be highly related to reputational measures. Thus, colleges like Harvard and Stanford tend to have low attrition rates and high proportions of alumni who earn doctorates, make good salaries, and get listed in *Who's Who*. And such prestigious colleges are also "excellent" in terms of most resource measures: endowments, faculty salaries, expenditures per student, library size, and so on.

What's Wrong with Traditional Approaches?

Let us now consider how well these traditional measures—reputation, resources, and outcomes—satisfy our two criteria. Do they really measure what we mean by excellence? Does their use tend to promote excellence?

Do They Really Measure Excellence?

If excellence refers to how much and how well students learn—what they get from the educational experience—then the most obvious problem is with reputational measures: just because an institution enjoys a good reputation in the minds of parents, students, and teachers does not necessarily mean that students will learn more from attending that institution than some institution with a less favorable reputation. Reputation alone, in other words, does not necessarily guarantee a high quality educational experience.

The resource approach may come somewhat closer to what some people have in mind when they speak of "excellence," because it is reasonable to assume that the student's educational experience will be superior if that student attends a school or college that spends a lot on its educational programs and that exposes the student to highly paid faculty, good libraries and laboratories, and student peers who are high achievers. Unfortunately for those who espouse the resource approach, research (Astin, 1968) generally fails to support the resource view. There is, in short, little evidence to substantiate the claim that greater expenditures, more highly trained and well paid faculty, and highly able student peers necessarily lead to greater learning.

The limitations of resource measures are easier to see with an analogy from the field of industry. Would it be legitimate, for example, to conclude that a given manufacturing company was an "excellent" business just because it had higher-paid employees than its competitors or because it spent more money than its competitors? Obviously, it is difficult to interpret such "resource" measures without having any information on "outcomes" (sales, profits, and the like). In the same way, it is difficult to accept resource measures as valid indicators of excellence in a college or university without also having information on how much students are actually learning.

I am not suggesting here that financial resources are entirely irrelevant to excellence. Clearly, there are points beyond which fiscal cutbacks will almost certainly come at the expense of quality. Perhaps the most important point to keep in mind is that research so far suggests that the relationship between available financial resources and the excellence of educational programs is a weak one at best, and that the manner of resource *utilization* is probably of much greater importance than the sheer level of resources *per se*.

And what of the outcomes approach? Is it not reasonable to assume that those institutions with the most excellent outcomes are the ones doing the most excellent educational job? Not necessarily. A substantial body of research has shown that *the achievement level of an institution's graduating students is heavily dependent on the achievement level of those students when they first entered the institution* (Astin, 1962; 1968; 1977). In other words, if a school or college enrolls a sufficiently well-prepared class of students at the entry point, a high level of achievement at the exit point is virtually guaranteed, regardless of the quality of the educational program. What these findings reflect is the simple fact that students who are high achievers at one point in time also tend to be high achievers at subsequent points in time, and, conversely, that low achievers at one educational transition point tend to be low achievers at subsequent transition points. This is not to say that individuals cannot change their relative achievement levels, but rather that *groups* tend to retain their relative achievement levels over time. In short, what this discussion suggests is that outcome measures are of little value unless they also take into account the achievement potential of the students at the time they first enter college. This elaboration of the outcomes approach very much resembles the "value-added" approach to be discussed shortly.

Do They Promote Excellence?

How do traditional approaches to excellence stack up against the second criterion, namely, does their use help to enhance the quality of education offered by our schools and colleges? Let us first consider the reputational view. Reputational measures, by definition, limit the amount of "excellence" that is possible within our education system because they are normative in nature: there must be winners and losers. Any competitive ranking system, whether it involves athletic teams, television shows, or educational institutions, limits the number that can be considered to be "excellent." If one manages to increase its rank, then some other is displaced.

Similar problems occur with the use of resource measures: Resources such as highly able students, highly qualified faculty, and money are finite. Thus, in a highly competitive and meritocratic educational system, the distribution of these resources tends to become highly skewed, with just a few institutions at the top, and with the majority being regarded as being mediocre. Competition among institutions may serve to redistribute these resources, but not necessarily to increase the total amount of such resources available to the educational system as a whole. We are, in other words, playing a zero-sum game when it comes to student and faculty resources. Finally—and this is a subtle but very critical point—resource-based conceptions of excellence tend to focus institutional energies on the sheer *accumulation* or *acquisition* of resources rather than on the effective *use* of these resources to further the educational development of the student.

An outcomes-based approach to excellence could conceivably contribute to the enhancement of excellence, depending upon the particular means used to enhance outcomes. In some states, for example, competency examinations are now being adopted as a means of ensuring that graduates have certain minimal competencies before they receive a degree. If such examinations are actually used to strengthen the academic programs in these colleges, then they may indeed enhance excellence in our public institutions. If, on the other hand, the exams are used simply as screens to prevent the less qualified people from obtaining a degree, they may not contribute significantly to improving the quality of educational programs.

Similar dilemmas arise in current attempts to increase retention rates. If a school or college desires to increase its retention rate (outcome measure), it may seek to strengthen its programs so that fewer students drop out. Under these circumstances, the quality or excellence of the program may actually be improved. On the other hand, if we try to increase graduation rates merely by raising admissions requirements, neither the excellence of the educational *program* nor the quality of the educational *experience* for students is necessarily improved. Moreover, since the pool of well-prepared students is finite, an institution that succeeds in adding to its pool of bright students is simply depriving some other institution(s) of these same students.

In summary, traditional measures of excellence—the reputational and resource approaches—clearly do not offer much hope of enhancing educational excellence in our colleges and universities. The third measure—the outcomes approach—could conceivably be employed to enhance excellence, depending upon how it is used. However, any possible advantage to be gained from using the outcomes approach can also be gained through the value-added approach, to which we shall now turn our attention.

A New Approach to Excellence

As an alternative to traditional approaches to defining educational excellence, I would like to suggest an approach which emphasizes *educational impact*, or as economists prefer, value added. My impression is that sympathy for this approach has been growing in recent years. As a matter of fact, if people are given an opportunity to define precisely what they mean by educational excellence, most will respond with a definition that resembles the value-added approach. I recently had an opportunity to conduct in-depth interviews with some of our leading thinkers in higher education, and it was quite remarkable to discover that they all embrace a value-added approach to excellence.

The basic argument underlying the value-added approach is that true excellence resides in the ability of the college or university *to affect its students favorably*, to enhance their intellectual development, and to make a positive difference in their lives. The most excellent institutions are, in this view, those that have the greatest impact—add the most value—to the student's knowledge and personal development.

In its simplest terms, the value-added conception of excellence focuses on *changes* in the student from the beginning to the end of an educational program. Clearly, to know how excellent a program is in value-added terms requires some form of repeated assessment, whereby the knowledge and competence of the student is assessed initially at the beginning of the program and again at the completion of the program. Thus the value-added idea combines the output approach with some baseline assessment at the point of entry to the program. The difference between entry and exit levels serves as a measure of growth or value-added.

How well does the value-added approach satisfy our two criteria for evaluating different approaches to excellence? First of all, it is conceptually consistent with what most people have in mind when they speak of "excellent" educational programs: the enhancement of student knowledge and competency. And by focusing on the *improvement* of student performance over time, it would seem to foster excellence by emphasizing the need to employ existing resources in such a way as to maximize student learning. Of equal importance is the fact that a given college's *capacity* for excellence, in value-added terms, is not constrained by what other colleges accomplish. Thus, unlike the reputational and resource approaches, which define excellence in comparative terms, the value-added approach permits institutions to attain high levels of excellence without regard to what other institutions accomplish. (It is possible, of course, to make institutional comparisons using the value-added approach, but such comparisons would still focus on the degree of improvement in student performance that occurs in individual colleges and universities.)

In actual practice, the value-added approach would work something like this. Students entering a college or university for the first time would be tested to determine their entering levels of competence for purposes of counseling and course placement. These initial "pretest" scores would be useful not only in providing both students and teachers with information about the student's specific strengths and weaknesses, but would also constitute a baseline against which to measure later student progress ("value-added"). Following the completion of appropriate courses or programs of study, the same or similar tests would be readministered to measure student growth. Differences between "pretest" and "posttest" performance would provide students, professors, and administrators with critical feedback on the nature and extent of student growth and development. Results from many years of research on human learning suggest that such "knowledge of results" for both students and teachers would greatly enhance the effectiveness of the teaching-learning process.

The value-added approach does not depend on the use of any particular assessment method. Objective tests, essays, oral examinations, and many other approaches might be appropriate, depending on the content and objectives of the course or program in question. Note that the testing in this instance is done not so much to select or screen as to measure improvement over time in the performance of individual students.

Some critics have argued that the value-added approach, by focusing more on changes in individual students than on competitive comparisons between students, would somehow reduce academic "standards." *The value-added approach is not a substitute for academic standards, nor does it require any change in such standards.* The notion of "academic standards" ordinarily refers to the absolute level of performance or competence that students are required to demonstrate in order to earn course credits or degrees. If necessary, the same measures used to assess "educational value-added" can also be used to define whatever exit standards the institution chooses for itself. In fact, defining academic standards via such measurements would provide a much more rigorous and far less ambiguous set of standards than current academic standards based solely on relativistic end-of-course grades. Moreover, the student's "pretest" performance at the time of initial entry to the college would provide both students and teachers with concrete information on just how much the student needs to improve in order to reach certification or graduation standards.

A major advantage of the value-added approach is that it capitalizes on a well-established principle of learning that has been verified in literally hundreds of studies of human learning. I'm speaking here of the notion of "feedback" or "knowledge of results." Before and after testing indicates whether, and to what extent, students are actually benefiting from their educational experiences. If students as well as faculty and administrators regularly received such "knowledge of results," the quality of the learning experience would almost certainly be improved. I might add here that the value-added approach does not depend on the use of any particular assessment method. Objective tests, essays, oral examinations, and many other approaches might be appropriate, depending upon the content and objectives of the particular course or program being assessed. Also, since the value-added approach requires both pretesting as well as posttesting, the early pretest gives both students as well as professors and academic advisors important information for guiding and placing students in appropriate courses of study.

The advantages of a value-added approach over the traditional outcomes approach to defining institutional excellence are of particular interest at the secondary school level. For example, the traditional practice of publishing average test scores on a school-by-school basis would be abandoned in favor of an approach where *gains* or *improvements* in test scores became the focal point of attention. All schools (or none, for that matter) could be "excellent" under such a system. Further, schools whose entering students scored poorly would not be unduly penalized, nor would schools whose entering students obtained relatively high scores be given an unfair advantage.

Since some form of outcome assessment is now encouraged by most of the regional accrediting associations in their guidelines for institutional self-study, let me digress for a moment on what I see as a critical distinction between *outcomes*, on the one hand, and institutional impact or effectiveness, on the other. To simplify the argument, let us use the hypothetical case of an institution that collects "outcome" data by administering the Graduate Record Examination to its graduating senior class. The seniors' average performance on the GRE certainly constitutes a potentially important outcome measure, but what does it *mean*? Can it be taken as valid evidence of institutional effectiveness? If the seniors do relatively well compared to national norms, can the institution take the credit? If they do relatively poorly, must the institution take the blame? Clearly, it is difficult to know how to interpret the seniors' GRE performance without knowing something about their earlier level of performance as entering freshmen. Institutional *quality*, it seems to me, is best reflected in measures of *growth* or *improvement*, not merely in outcome measures. The limited value of raw outcome data, particularly on cognitive outcomes, becomes all the more obvious when we realize that, in American higher education, the average SAT composite scores of entering freshman classes ranges all the way from less than 650 to more than 1400. With such diversity in where freshman classes *start* their higher education studies, it makes little sense to try to assess institutional effectiveness or impact by looking only at outcome measures. The virtue of the value added approach is that it forces us to look at how much students are actually *learning* and at how much they are improving their cognitive skills during college. (I might add that these same arguments apply equally to secondary schools.)

If the value-added approach really represents a significant improvement over traditional conceptions of educational excellence, some of you may wonder, "It this idea has such obvious advantages, how come we haven't been doing it all along?" While I am not sure I know the answer to this question, let me offer a possible explanation. We live in a society that is both competitive and acquisitive—one where success and personal worth are often measured in terms of possessions and fame. I'm afraid that most of us who work in education—and this includes lay persons as well as teachers and administrators—have thus accepted uncritically the "resource" conception of excellence. That is, we believe that the best way to improve the quality of our schools and colleges is to acquire more highly trained teachers, more money, better facilities and well-prepared students. And educators have put so much energy into competing for these limited resources that the process of resource *acquisition* has taken precedence over considerations of resource *utilization*. As a consequence, a casual visit to almost any school or college will demonstrate that educational practitioners frequently ignore some of the fundamental principles of learning and human development. My impression is that by focusing our attention on the value-added question ("How much are students actually learning?"), we will be forced to apply more directly some of this neglected knowledge to current institutional policies and practices, with the ultimate aim of improving the quality of the student's learning experience.

The resource approach, in other words, emphasizes what you *have*, while value-added approach emphasizes what you *do*. On a more subtle level, to adopt a value-added approach implies a set of institutional *values* that are quite different from those underlying the resource and reputational approaches. When it comes to the resource approach, the dominant value would seem to be acquisitiveness or, to put it less charitably, greed. When it comes to the reputational approach, the implicit value would seem to be self-aggrandizement. And these two approaches are mutually reinforcing: administrators see the resource approach—the pursuit of bright students, nationally visible faculty, research grants, and other financial resources—as a way of enhancing institutional prestige. At the same time, the enhancement of an institution's reputation is seen as a way of attracting more resources.

But the value-added approach connotes a very different value system. It suggests that student growth and development is the central institutional concern. And when an institution manifests its commitment to a value-added philosophy by collecting and disseminating before-and-after data on the learning and personal development of its students, that institution is implicitly saying that it is open to critical scrutiny and self-examination. As a matter of fact, the implicit values of any institution are to a certain extent revealed in the kinds of data it collects and in the data it really pays attention to. Thus, an institution where the administrators and trustees devote most of their attention to data on fiscal matters, trends in enrollments, SATs of entering students, and prestige ratings of its faculty is manifesting a very different value system from one where they focus on how well and how much the students are actually learning and how well the institution is able to realize its developmental goals for students. And it seems to me that it is in this area of data collection where accrediting organizations can have a significant impact on institutional excellence.

Implications for Accrediting

Let us turn now to the question of what, specifically, this discussion implies for the accrediting process. I think it goes without saying that, to a certain extent, the accrediting process simply reflects the "state of the art" when it comes to how we define quality in our schools and colleges. Under these conditions, it would be unrealistic to expect that accrediting teams will not continue to give considerable emphasis to resources and reputation. But there is also evidence to suggest that the accrediting organizations do not merely have to perpetuate the status quo and that they can play a major role in shaping new conceptions of excellence. Perhaps the best proof of this belief is in the area of educational outcomes. It is my impression that during the past decade the regional accrediting associations have been a major force in promoting the collection and use of "outcome" data by institutions. Without this external pressure from the accrediting process, it is extremely unlikely that the notion of assessing educational outcomes would be getting the same degree of support that it enjoys today. This discussion suggests to me that there is no reason why the regional accrediting associations cannot also spearhead a movement in the direction of value-added assessment. Outcome assessment is, as I have already said, "half" of the value-added approach. In the realm of cognitive development it should not be any great problem for institutions to implement before and after assessments of student competency. This could be done at the classroom level by administering final examinations at the start of classes. At the institution-wide level, this could be done either by readministering admissions or placement exams or by pretesting new students with graduate admissions exams or with the many competency exams that are now being administered to third and fourth year undergraduates. In the absence of such before and after testing, there are still many "quick-and-dirty" ways of approximating such data by asking graduating students to indicate how much they feel they have learned in various areas of knowledge and competency and how well they feel they have been able to realize their own developmental goals during college.

The main point here is to realize that the regional accrediting associations are in an ideal position to foster and encourage the development of a value-added mentality in the data collection procedures of most institutions.

Conclusion

In summary, let me say one final word about the feasibility of the value-added idea. While it is true that some institutions resist the idea, it is important to realize that most of the opposition has come from persons associated with institutions that have high prestige and great resources. It is understandable that some persons in these institutions may feel threatened by new approaches to excellence because they feel that their institutions stand to gain little from change and benefit maximally from maintenance of the status quo. I do a lot of traveling and speechmaking these days and it seems clear that sympathy and support for the value-added idea is growing rapidly, even among some persons in our most elite institutions. Moreover, this year the American Association of State Colleges and Universities—which represents institutions that award nearly a third of all the bachelor's degrees earned each year in this country—gave its prestigious G. Theodore Mitau Award for institutional innovation and excellence to an institution that has actually implemented the value-added concept in its testing and assessment procedures.

In my talk today I have suggested that we replace traditional notions of institutional excellence based on the enhancement of institutional reputation through the amassing of resources with an approach that emphasizes the intellectual and personal growth and development of individual students. Under this value-added view, a high quality institution is one that facilitates the maximum growth among its students and that is able to document that growth through appropriate assessment procedures. Finally, I have argued that persons and organizations that are responsible for institutional accrediting are in an ideal position to encourage the adoption of this new view of excellence. The challenge is yours, if you want to accept it.

Address to the Assembly of Elementary Schools of the Middle States Association

From the Need for Excellence to the Achievement of Excellence

JAMES L. DOUD

It is my pleasure today to discuss with you some of the issues and options which surround the current national concerns about the quality—or rather lack of quality as assessed by most studies of education which are found in American Schools. I hope, in the period of time which has been allotted, to accomplish five major objectives:

1. Review some of the rationales offered for the "need for excellence."
2. Look at some of the major issues raised by the national reports.
3. Identify some ways in which we can achieve greater excellence in our schools.
4. Identify some appropriate roles for regional accreditation agencies and other professional organizations in bringing about desired improvements in elementary education.
5. Discuss/respond to questions—if time allows.

I. WHAT ARE SOME OF THE RATIONALES OFFERED FOR THE "NEED FOR EXCELLENCE"?

One of the most significant aspects of America has been the recognized need, since the time of our founding fathers, for a strong system of public education in order to support a democratic form of government. We have been very successful in this venture, despite the fact that American education has been asked (or forced) to assume increasingly complex tasks far beyond those ever dreamed about when schools were first established. As we discuss the need for achieving excellence in our schools, let's not lose sight of some of the examples of our successes:

1. More people are educated today in the United States than ever before. In 1900, 11.3% of our population in this country was illiterate; today, with a much larger population base, the illiteracy rate is less than 2%.
2. Access to education has increased greatly, to the point where we educate 75% of our youth to a higher standard than we managed to do with only 30–40% of their counterparts just 39 years ago.

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3. Handicapped youngsters in the United States have more education geared to their special needs than do handicapped youngsters in any other nation.
4. Nearly 80% of all 15 – 18 year olds graduate from high school today.

Despite these and other very positive outcomes, there has been increasing evidence during the past 15 – 20 years of decline in the excellence of American schools. In order to call special attention to the problems, our critics have used such headlines and titles as: "Why Johnny can't read"; "Why Johnny can't spell"; "Schools must return to the basics"; "Nation imperiled by lack of foreign language specialists"; "Nation suffers from lack of scientists and teachers"; and even "Educators decry shortage of philosophy and history teachers." Often the cry has been one of nostalgia, seeking a return to a time and a system of education which – if it ever was appropriate – would never be so again. Will Rogers may have said it best with his oft quoted comment:

"Things are not like they used to be, and they (probably) never were."

Although evidence is mounting to suggest that the schools' limitations are much less severe in the so-called basics than they are in teaching the more complex skills, we have recently been barraged with numerous national study reports whose recommendations seem to suggest that our schools simply are not getting the job done – even in what many would call the "basics." The most often cited report was produced by the National Commission on Excellence in Education and is titled *A Nation at Risk: The Imperative for Educational Reform*. Witness this headline found in *The U.S. News and World Report* of May 9, 1983, shortly after the release of this report – "Official grade on nation's schools: F." This article goes on to cite several examples (from *Nation at Risk)* of "signs of failure" in our schools. These include:

- About 23 million adults are functionally illiterate by the simplest tests of reading, writing and comprehension.
- Average achievement of high school students on most standardized tests is lower than a quarter-century ago, when Russia launched its first Sputnik.
- College board achievement tests show consistent declines in subjects such as physics and English.
- Science achievement-test scores of 17-year-olds steadily declined in national assessments from 1969 to 1977.
- Remedial-math courses in public four-year colleges increased 72% between 1975 and 1980 while the number of students going to college increased only 7%.

A Nation at Risk refers to "a rising tide of mediocrity that threatens our very future as a nation and a people. . . . Others are surpassing our educational attainments." And it goes on further to say that "if an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war."

While such statements have alarmed the nation more than they have illuminated the situation, the report has accomplished one of its major goals—that of greatly elevating education in the consciousness of the nation. This message has been rather consistently reinforced by a series of other reports which have followed:

—*Action for Excellence* is a report of the Education Commission of the States. Chaired by James Hunt, this task force on education for economic growth included 40 governors, legislators, corporate leaders, school board members, educators, labor leaders and the scientific community. The major thesis of the report is: "Our national defense, our social stability and well-being and our national prosperity—will depend on our ability to improve education and training for millions of individual citizens." The report criticizes the "educational deficiencies and blurred goals" of America's public schools. It quotes similar statistics as *A Nation at Risk* and particularly emphasizes problems in teacher qualifications and student enrollments in the areas of math and science. Of particular note for elementary schools is that 51% of elementary school teachers report that they received no undergraduate training in science.

—*Academic Preparation for College* was produced by The College Board. This report emphasizes the need for the development of six basic academic competencies: reading, writing, speaking and listening, mathematics, reasoning, and studying. It mentions that computer competency is an emerging need, and suggests that observing is another competency which ought to be considered. As might be expected from a group with this particular special interest, the report also stresses the need for strong pre-collegiate training in six basic academic subjects: English, the arts, mathematics, science, social studies, and foreign language.

—The Association for Supervision and Curriculum Development's *Network on Redefining General Education in the American High School* suggests that "we have lots of evidence that what we do, we do well. But what is our evidence that what we're doing is what we ought to be doing?" In surveying the 22 schools in the study, they discovered that the course structure presently offered in our high schools emphasized almost every aspect of general education identified as essential. But it was also apparent that not all students received instruction in all areas because of the nature of our elective system. As a good friend expressed it during a recent conversation:

"Many schools are doing the job right; they just aren't doing the right job."

—*Educating Americans for the 21st Century* was prepared by the National Science Board Commission on Precollegiate Education in Mathematics, Science and Technology. Because of an identified concern that America might become an industrial dinosaur, it is not surprising for this report to urge that:

> "We must return to the basics, but the 'basics' of the 21st century are not only reading, writing and arithmetic. They include communication and higher problem-solving skills, and scientific and technological literacy—the thinking tools that allow us to understand the technological world around us."
>
> The report is summarized with this recommendation:

> "By 1995, the nation must provide, for all its youth, a level of mathematics, science and technology education that is the finest in the world, without sacrificing the American birthright of personal choice, equity and opportunity."

Two of the more recently released reports seem to me to be particularly significant, and are ones which greatly influence/support several of the suggestions I will make later in this presentation:

—John Goodlad's comprehensive *Study of Schooling: A Place Called School* looks closely at what is actually happening in schools. Utilizing research about effective schools and the many years of practical experience of the author, recommendations are made which would combine practice and research in order to produce more effective schools. Dr. Goodlad suggests that, while minor improvements can be effected through the implementation of some of the recommendations of these reports, major redesign must occur in our schools if we are to make significant improvements in the effectiveness of education.

—Ernest Boyer's report for the Carnegie Foundation: *High School: An Agenda for Action* suggests that job opportunities and economics are a result of a quality education, not the reason for one. Quality education means preparing all students for the transformed world which the coming generation will inherit. Dr. Boyer makes several recommendations which, in my judgment, have application to elementary schools.

A third report which I am confident will be helpful is scheduled for release next month. This report, entitled *A Study of High Schools,* is being compiled by Theodore Sizer. Advance reports emphasize the problem in truly improving our schools without revamping their structure. Sizer has said:

> "Things remain the same because it is impossible to change very much without changing most of everything. The result is paralysis."

He goes on to say that:

> "We confuse criticism of long-established school structures with criticism of us as professionals. We call the woes of the schools a public relations problem. They aren't. They are a problem of the structure of the institutions we are working hard to improve. Cursing the critics may be therapeutic, but it isn't productive. Re-engineering the structure may be."

When the final report is issued, it will be interesting to compare his suggestions for re-engineering with those made by Goodlad.

II. WHAT ARE SOME OF THE MAJOR RECOMMENDATIONS PRESENTED BY THE NATIONAL REPORTS?

At this point, I must make an assumption that each of you has some familiarity with the national reports and that detailed analysis is not necessary—otherwise we could spend the rest of the day talking about the various recommendations.

Robert J. Nash describes the pendulum effect in education as follows:

"The history of education in this country has been one of action and reaction. A conservative trend has always been countered by a progressive one and vice versa."

Many of the recommendations being suggested in these reports appear to be a direct backlash to what has been interpreted by the public as "soft and tender" or "humane" education. The proposals focus on "getting tough"—authority and learning are back in style. While nearly every report focuses on secondary schools, we need to be alert for implications at the elementary level.

For purposes of this presentation, I have grouped what I consider the more significant recommendations (especially as they apply to elementary schools) under eight major readings:

1. CURRICULUM
   - There is need for a clearly defined focus for education.
   - We must strengthen standards in all areas, but especially English, math, and science.
   - We need to focus on mastery of language or communication: reading, writing, speaking and listening.
   - Foreign language should be emphasized, starting in elementary schools.
   - We must provide elective clusters (or special area classes) which have academic integrity and are not "soft."
   - There should be federally supported remedial programs and special arrangements for the talented and gifted.
   - We need to emphasize technological competence, including computer literacy.
   - Students should be active participants in the learning process.
2. TIME
   - Must make better use of the available time, making sure that we allocate specific time for each area.
   - We may need to consider a lengthened school day and/or year.
   - We should consider a wider range of learning opportunities beyond the normal school day and year.
3. HOMEWORK
   - Students, at least in the high schools, should be assigned homework on a regular basis. Some reports also recommend homework for elementary students.
   - There should be increased pupil accountability for assigned work.
4. STRENGTHENED CONNECTIONS
   - There needs to be a focus on school/business partnerships (beyond the adopt-a-school program).
   - There must be developed comprehensive high school/college partnerships.
   - Home/school cooperation must improve in order to reduce absenteeism and disciplinary problems, and to encourage improved school attitudes.
5. GRADUATION REQUIREMENTS
   - Establish competency testing programs to assure attainment of

minimums as a child moves through school. (Promotion "gates" for elementary)

- There should be more required courses (math, science, English, foreign language) and fewer electives.
- Require a service unit (volunteer work in the community or at school).

6. PUBLIC COMMITMENT – LOCAL, STATE, FEDERAL ROLES
   - Increased interest must be taken in local school governance.
   - Local educators and elected officials must be held responsible for their actions.
   - There needs to be increased state and federal support for education, without "meddling" in local affairs.
   - In the best interests of the nation, there must remain a federal emphasis on better education for all young Americans.
7. TEACHERS
   - There must be established tougher entry levels for training.
   - Loans/grants must be made available to "entice" highly qualified teacher candidates.
   - Higher salaries, with career ladder or other financial incentive options, must be provided.
   - Certification programs which require that candidates pass competency tests should be established.
   - Programs should be established which make it possible for qualified "outsiders" to teach.
8. PRINCIPALS
   - Must recognize the critical instructional leadership role of the principal in building and maintaining quality school programs.
   - Must be provided greater autonomy for all aspects of program development.
   - Must be held accountable for the instructional program of the school.

One of the major problems we face as we look at many of these recommendations is that many people who live in the past feel most confident about establishing the norms for educating those who will live in the future. I am reminded of the cartoon which shows a father and son walking in the snow. The little boy is really struggling to get through the snow, which is nearly as deep as he is tall. The caption comment from the father is: "This is nothing. When I was your age we had a snow that came clear up to my chin!" How quickly we forget what things were really like when we were growing up. Goodlad, in commenting about the usefulness of the recommendations of the national reports, has suggested that:

> "We are now engaged in ceremonial rain dances to celebrate a past era. Most of the recommendations are coffin nails on the coffin of the past. These recommendations will not begin the new era."

In 1984, we will be as close to 2008 as we are to 1960. How easy it is to forget that fact. Tomorrow's leaders are in school today: today's kindergartener is a member of the high school class of 1996, the college/university class of 2000, and will likely retire about 2048. What will their world be like? In this regard, I agree with comments in *A Nation at Risk:*

> "Learning is the indispensable investment required for success in the information age we are entering. The people of the United States need to know that individuals in our society who do not possess the levels of skill, literacy, and training essential to this new era will be effectively disenfranchised, not simply from the material rewards that accompany competent performance, but also from the chance to participate fully in our national life."

One of the troubling impacts of these reports is that reactionary trends have begun across the country. As Charles Fowler has stated, various groups:

> "Accept proposed solutions as universals and trumpet them through the media as though they are the panacea for all time—everyone needs longer school days and years; everyone needs more homework; everyone needs fewer electives; and every system needs better paid teachers."

While wholesale acceptance of the recommendations is bad practice, wholesale rejection of these ideas is equally unjustified. Reactions are resulting in some trends which appear to indicate the direction of the country. In his book, *Megatrends,* John Naisbitt reminds us that "trends, like horses, are easier to ride in the direction they are already going." We need to provide leadership in which recommendations become accepted trends, but we also must be cognizant of those that have already begun.

III. RECOMMENDATIONS FOR THE ACHIEVEMENT OF EXCELLENCE IN OUR SCHOOLS.

In harmony with Goodlad and Boyer, as well as the growing base of effective classroom and school research, I will now put myself out "on the proverbial limb" in attempting to identify some recommendations which I believe will result in greater excellence in our schools. Four fundamental assumptions underlie these recommendations:

- First, the place to focus efforts on school improvement is at the individual school level. We must begin by analyzing the problems and dynamics of individual schools and then apply suitable remedies, for each situation.
- Second, there is no "prescription" which may be universally applied for school improvement. The fact is that school conditions vary enormously and will respond best to the efforts made by local school administrators, teachers, school boards, parents and students. I believe that quality schools are best described as schools which are in constant transition—never satisfied and always seeking to improve. There is a great deal of research currently available which, when balanced by the accumulated knowledge of our profession and our own personal and professional experiences, can help to lead us to improved schools.
- Third, while principals alone are not the answer, I believe we do hold a most important key to the achievement of excellence. As president-elect of the National Association of Elementary School Principals, I would

be remiss not to mention the absolutely critical role of the building principal as instructional leader! I'm proud to be a principal, and think that we deserve recognition that we frequently do not receive. As the saying goes:

"He who bloweth not his own horn, the same shall not be tooted." As principals we must care and want excellence to exist in our school. Such an attitude is fundamental to improvement or maintenance of a quality school. Henry Ford stated it well when he said:

"Whether you believe you can or you can't, you're right." I believe principals are instrumental in achieving excellence in their school!

- Fourth, we must operate our schools as though the very existence of that school is solely dependent upon the excellence of the program for the children who attend. While I do not support vouchers as a workable arrangement, I do believe that such a system would require principals to operate differently than at least most of us do today. If we functioned as though every child had this option I must admit that I believe our schools would universally be more excellent than they are today.

Having said these things, let me now suggest several more specific ideas which I believe would contribute to the achievement or maintenance of excellence in our schools.

1. THE FIRST AND MOST IMPORTANT STEP IS TO DETERMINE PRIORITIES. The leadership of the principal is crucial in creating institutional purpose and a commitment of the people within the institution to helping one another achieve this purpose. Schools have, over the years, come to be regarded as the place where anything that went wrong in American society could be fixed. The result has been schools whose goals and commitments, like Topsy, just grew. Until everyone understands and can clearly articulate the defined goals of the school, the chances for significant improvement remain slim. (In this respect, I believe that elementary schools have fewer problems than secondary—there does seem to be more agreement at our level about what schools should teach. But we still need to focus initial efforts in clarification and articulation of goals for our specific school.) Only when the entire school community works to support one another in a common purpose will a school truly accomplish its priorities.

2. THE ELEMENTARY SCHOOL MUST PROVIDE CURRICULUM EXPERIENCES WHICH REFLECT THE DEFINED GOALS OF THE SCHOOL. Written curriculum documents should be developed which include student outcomes described in terms of mastery and standards of expectancy. While the specific activities would vary from school to school, I believe all students should receive balanced experiences which enable them to become proficient in:

- Communication skills including the ability to read, write, speak and receive language.
- Computational and application skills of mathematics.
- Problem-solving skills including higher-level thinking skills and a wide

range of decision-making techniques.

- Knowledge, understanding, and appreciation of the peoples and the natural phenomena of the world in which they live.
- Knowledge and understanding of their own well-being including physical, mental, spiritual, emotional, and social adaptations that can be applied to productive and positive living.
- Knowledge, understanding, and appreciation of the democratic process with special emphasis on responsibilities of citizenship.
- Learning how to learn including taking responsibility for their own learning, study skills, time management, and completion of tasks.
- Knowledge, utilization, and application of technological concepts and skills.

3. THE INSTRUCTIONAL PROGRAM MUST TEACH THE VALUE OF LEARNING AND HOW TO LEARN. It relates to the goals of the school and provides for the attainment of desired student outcomes. Administrators and teachers demonstrate high expectations of students and accountability is expected from all persons in the school.

4. ORGANIZATION OF THE SCHOOL SHOULD REFLECT THE NEEDS OF THE STUDENTS TO BE SERVED. The school mission should be in a continual state of transition, and not locked into operating structures and systems simply because "that's the way we have always done it."

5. A FULL-TIME PRINCIPAL SETS THE TONE FOR THE SCHOOL, MODELS THE BEHAVIORS WHICH ARE EXPECTED FROM TEACHERS, AND PROVIDES THE LEADERSHIP ESSENTIAL FOR DEVELOPING AND IMPLEMENTING APPROPRIATE INSTRUCTIONAL PRACTICES IN THE SCHOOL. As leaders, we should seriously study the application of the eight attributes which Peters and Waterman have identified as characteristics of the excellent, innovative companies reported in their book *In Search of Excellence*. Seven of these attributes seem to have obvious application to schools:

- A bias for action, for getting on with it. We cannot allow our school to become paralyzed to change simply because we feel we don't have the information to support trying an idea that might be better. Instead of an attitude that "if it ain't broke, don't fix it" our schools might profit more from an approach which openly solicits ideas and encourages people to try alternatives in an effort to improve educational opportunities for children.
- Close to the customer. Be willing to learn from the people you serve: students, parents, teachers and the community. Just paying greater attention and listening to the feedback from these sources can yield ideas and support for the achievement of greater excellence in our schools.
- Autonomy and entrepreneurship. Leadership must be fostered at every level throughout the organization. Don't try to hold everyone on so short a rein that they cannot be creative. Demonstrate trust by encouraging practical risk taking and support good tries. (Much is learned

from our failures!)

- Productivity through people. Treat your teachers and other school employees as the root source of quality and productivity gain, for in fact that is where achievement of excellence must come from.
- Hands-on, value driven. The basic philosophy of the organization, especially as represented by the actions of the principal, will spur achievement more than money, technology, or any other factor.
- Stick to the knitting. The odds for your school performing excellently strongly favor knowing what your goals are and meeting them without the interference or distraction of other factors/pressures.
- Simultaneous loose-tight priorities. Classroom teachers should have professional autonomy, but strictly within the agreed upon priorities for the school. Principals must consistently monitor and reinforce these priorities so that all efforts are aimed at the priority target.

6. TIME MUST BE TREATED AS THE VALUABLE COMMODITY WHICH IT IS. There is a substantial body of research information related to the use of time in elementary school classrooms. Principals must be aware of this research so that they might assist teachers in significantly increasing the amount of time on task in their classroom (studies show that this varies from a high of 70% to a low of 43%) and make sure that as much uninterrupted time as possible is available for teachers to teach and children to learn. While there is currently great discussion of and frequent emotional appeal for lengthened school days and years, let's make sure we maximize the time which we currently have available. As someone once told me, and experience has verified: "The length of a minute depends upon which side of the bathroom door you are."

7. PROGRAMS OF CONTINUAL EVALUATION AND ASSESSMENT MUST BE UTILIZED TO ASSIST THE SCHOOL IN MAKING APPROPRIATE TRANSITIONS TOWARD THE ACHIEVEMENT OF EXCELLENCE. All aspects of the school are subject to such scrutiny—the programs, students, teachers and principals. To augment consistent self-study efforts, the school should periodically undergo validation study from an external source.

8. PRE-KINDERGARTEN PROGRAMS SHOULD BE BROUGHT INTO THE ELEMENTARY SCHOOL. Recent research dealing with brain growth and development, along with longitudinal studies of the benefits of head start and other early childhood programs, point out the educational as well as long-range social values which accrue from such programs.

9. TRAINING CERTIFICATION AND INSERVICE PROGRAMS FOR TEACHERS AND PRINCIPALS SHOULD BE STRENGTHENED. While many of the recommendations for ways in which to attract new persons into the teaching profession are certainly worthy, we must address the problems associated with improving the skills of those who are already in the classrooms and will remain there for several more years. Three recommendations seem especially in order:

- Programs should be instituted which require both teachers and principals to move through a two step certification program. The first phase would be a training program based upon identified teaching or administrative competencies which would provide the trainee with a temporary certificate. A regular certificate would be issued only upon completion of at least one year of on-the-job experiences under direct supervision and evaluation.
- Permanent professional certificates should be discontinued in favor of certificates which must be revalidated at least every four or five years.
- Teachers and principals should be required to attend a minimum of 50 clock hours of "approved" professional development activities each year.

10. THE REDEVELOPMENT OF A TRULY UNITED TEACHING PROFESSION. One of the most difficult and awkward situations faced by education today is that there is no clearly identified spokesperson for the profession. Political and governmental leaders have at least six and possibly 10-12 different choices as to whom they might confer with on every education issue. What is worse, if they talk to two or more of these groups, they frequently get an equal number of responses. I know of no organization or profession which gains strength through divisive operation. If we truly wish to achieve excellence in our schools, it is time that petty differences be put aside and there be established *at least* an effective coalition of educational groups in order that we "put our own house back in order." I see signs of movement in this direction (the press release from the forum of education association leaders responding to the various national reports being one of the most recent and obvious)—and I believe that such communication channels must be encouraged and developed whenever possible. It is amazing how much can be accomplished when you don't care who gets the credit!

The temptation to offer ten suggestions for the achievement of excellence was just too great to pass. No matter what the number of suggestions or whose list you choose to follow, it is not practical for any of us to attempt too big a bite as we begin to work to achieve greater excellence in our school. Peters and Waterman report that excellent companies "focus on only a few key objectives"—the same should be true in our schools.

For principals, it is imperative that we hone our skills in leadership and instruction if we are to provide the direction for improvement in our schools. The autonomy which I believe is essential for individual school improvement will bring with it increased accountability for our actions as well as the excellence—or lack of excellence with which our schools are identified. I find the prospects somewhat frightening, but extremely challenging. You see, I'm one of those principals who truly believes that I can do the job which must be done in order to move a school from the need for excellence to the achievement of excellence!

IV. WHAT ARE SOME APPROPRIATE ROLES FOR ACCREDITING AGENCIES AND OTHER PROFESSIONAL ORGANIZATIONS IN

BRINGING ABOUT DESIRABLE IMPROVEMENT IN ELEMENTARY EDUCATION?

Regional accrediting agencies such as the Middle States, Southern and North Central Associations and professional associations such as the National Association of Elementary School Principals are in unique positions to make contributions to the achievement of excellence in schools across the nation. I have identified just a few of these possibilities for your consideration today:

A. POSSIBLE ROLES FOR ACCREDITING AGENCIES

- Such agencies are one of the few places in which our profession joins to work cooperatively for the benefit of improving learning opportunities for children. Teachers, principals, superintendents, representatives from institutions of higher education and state departments, and school boards all have some stake in regional accreditation. Accreditation agencies should seek every possible avenue for closer communication and working ties with each group. Where does a better opportunity for communication across the full spectrum of education take place than at meetings such as this? Why don't you have a K-12 schools commission to assure the cross-fertilization of ideas? Are your governance structures built to assure representation of teachers, state departments, public, and higher education? In the answers to such questions lie many positive benefits to both children and the profession.
- Standards for accreditation should be developed which provide a better balance between resource standards and student outcome standards. All standards need to be written in such a way as to reflect the multiple options which can yield excellence at the local school level. Standards should be reviewed regularly to see that they remain current, and so that they might reflect the best information available through effective schools research.
- Standards should be developed which encourage and influence the establishment of sound programs of early childhood education. Accredited schools should represent the best educational practices and lead the way in pre-kindergarten programming.
- The inservice development inherent in accreditation-related activities is one of the greatest benefits to individual professionals and local school districts. Accreditation agencies should reinforce this idea with the development of standards requiring minimum annual clock hours of professional development activities—and press to see that self-study and team visitation activities are "approved" as ways in which to meet such standards.

B. POSSIBLE ROLES FOR PROFESSIONAL ORGANIZATIONS SUCH AS THE NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

–These organizations should exert strong influence on the types of standards which state/regional groups use. NAESP, for example, is now developing a set of standards for quality elementary schools–not in competition as an accrediting agency, but as a "position paper" to which accrediting groups might refer as they develop or revise standards. The NAESP "quality standards" will address both elementary school programs and training programs for teachers/principals. Since we are not concerned about compromises which make it possible for many schools to be accredited, our standards will hopefully serve as a position paper which defines what our association believes a quality elementary school should be. We hope to have a discussion draft of the standards ready for the convention in New Orleans (April 12-16) and a final product prior to the elections next fall.

–Such groups should focus on strong programs of inservice which will provide their membership with the skills necessary for the achievement of excellence in elementary schools. We must find ways to prevent persons in education from "withering on the vine" (such as putting teeth *and status* into the achievement of annual clock hours of inservice credit), and support changes in certification procedures (such as no permanent certification, at least one year of supervised and evaluated practice prior to the issuance of anything other than a temporary certificate, and teacher/administrator training programs based on recognized competencies). While inservice has been an historic mission for such groups, this focus would require considerable strengthening of such offerings.

–Promote awareness and knowledge of research and its applications for the classroom. While other fields have made great changes based upon research, changes in education have tended to be the result of legal decisions, legislation (generally initiated and promoted by non-educators), or novel ideas or fads promoted by certain "prophets" of education. I am greatly troubled by the cavalier attitude which educators take toward research. There does exist a very extensive base of recent research (particularly that on effective schools, effective classrooms, and longitudinal studies on the benefits of early childhood programs–particularly for low socio-economic children) which appears to have strong implications for the achievement of excellence in our schools. Our professional associations must emphasize the value of research for the improvement of education. If the field of medicine paid the same attention to research as education, doctors would probably still be bleeding those with infections! Our inservice activities must help educators learn to place as much confidence and value in educational research as we do in our personal and professional experiences.

–Programs of continuous self-study and periodic validation by outside groups should be supported as a part of a quality school plan at *every* level. Voluntary regional accreditation is one such program, with many benefits for those schools who seek such recognition. It is my hope that the NAESP delegate assembly will act favorably on such a proposed resolution this fall. Should this happen, NAESP will be on record as supporting evaluation/accreditation activities and you will be reading about this in our publications during the months ahead.

V. CONCLUDING REMARKS.

We must recognize that there are no quick fixes in education—today or at any other time in history. I really cannot see any products such as the Salk vaccine or a hybrid corn which are going to give us immediate solutions to the many problems which we face. Neither is this an appropriate time for us as educators to "circle the wagons" and isolate ourselves from the rest of the world and the possibilities which exist in cooperative efforts with other interested groups. I certainly cannot remember another time when there has been the extensive interest in education which we have today, and we must find ways to capitalize on this concerned interest and support.

I would like to close my remarks by quoting a trend which has been projected by writer Paul Cooperman:

> "Each generation of Americans has outstripped its parents in education, in literacy, and economics attainment. For the first time in the history of the country, the educational skills of one generation will not surpass, will not equal, will not even approach those of their parents."

That certainly is not the education legacy with which I hope to be associated! You and I hold one of the most important keys to seeing that this prediction does not materialize. I hope you will join with me in identifying and implementing the best possible program for the students of your school!

Thank you for this opportunity to be with you today.

Address to the Commission on Secondary Schools of the Middle States Association:

From the Need for Excellence to the Achievement of Excellence

SAUL COOPERMAN

There are serious risks involved to our educational system when we allow minimums to become maximums.

Minimum effort is seductive. It can encourage us to become complacent. Such complacency often allows us to accept the status quo as the best and only solution to a problem because this is easier than considering change. It can even blind us to the fact that there are problems.

Yet, we know we are facing critical educational problems. Warning signs came from several national reports decrying the "Rising Tide of Mediocrity" in education and warning that if concrete changes were not made, we would soon be a "Nation At Risk." Recapturing lost excellence isn't easy. It can't be regained by simply talking about it or wishing for it. We must ask questions – questions whose answers will help us find a way to make significant and lasting improvements.

In New Jersey we are asking questions and considering new approaches to resolve our educational problems.

For instance, we made a decision to "scrap" the minimum basic skills test in favor of a much more rigorous test. Some people at that time advised that we keep the minimum basic skills – that these provided enough of a challenge. They argued that more could not be demanded of students who had not even attained minimal skill levels.

I understand this argument – many people see minimum basic skills as a significant challenge. But to continue to accept this approach inevitably means that minimums become our maximums – that least becomes best. We cannot let this happen.

Obviously, if we keep our tests easy and our demands small, our students' test scores will look good. But looking good – looking like we've done our job – is meaningless if our students cannot function competently. In the long run, we have not only cheated the students, but we have cheated ourselves as well.

Their ability to achieve is a bottom-line measure of how well we are doing our job. Students cannot economically succeed in our society if they cannot read, write, or compute above minimum levels. We must, for instance, include a writing sample in our graduation test, because people who cannot write, do

Saul Cooperman, Commissioner of Education, State of New Jersey

not learn to think. And we must demand higher standards of achievement from students through tests that challenge their knowledge of basic skills – not minimum basic skills.

But the tyrannical nature of the philosophy of "leasts" is evident in more than our past unwillingness to confront testing for maximum skills achievement. It continues to influence our thinking and permeate our approach to resolving several other critical educational dilemmas. Let me give you some examples.

For years we maintained a system of calculating seniority that enabled people who had taught in one area of certification to gain seniority in an area they never taught. For example, in 1973 a teacher with certification in science and math was hired in a district. For 10 years, that teacher taught earth science and biology. Although the teacher did not want to teach trigonometry and calculus, he accrued 10 years' seniority in math. Yet, when declining enrollments forced a reduction in the Science Department, this teacher, who had never taught math, and indeed never had wanted to teach math, bumped a math teacher of trigonometry and calculus who had taught those subjects for eight years. When a job was on the line, a change to a secondary area of certification became acceptable. In most situations this sudden metamorphosis is not good for students. Our students must be taught by professionals who have *earned* seniority in their chosen field.

Yet, until recently we have been reluctant to look at alternatives to the current system of awarding seniority. We opted for the path of least resistance. But, we have a responsibility to consider each situation to determine if our present course is in the best interests of students.

The changes that have been made in the seniority regulations better meet our responsibility to students. They ensure that our students study with the most experienced teachers – those who have *earned* their seniority by teaching the subject. Our responsibility does not end here, however. We also have a responsibility to think about the future and develop alternatives that will help us to continue to attract talented, outstanding students into teaching.

In the next 10 years it is likely that more than half of our present teachers will retire or go into other fields. Replacing them with talented people will not be easy.

I think it is time to acknowledge publicly what many have already acknowledged privately – that our teacher training programs are not attracting enough outstanding students.

It is time to take a second look at some of our current certification practices.

Under our current system, there is only one route to certification. A person must take education courses and practice teach.

There is little consensus about what a beginning teacher should know. College programs attempt to develop this knowledge through education courses, but the courses offered often vary from college to college, and they are characterized by their lack of cohesiveness and consistency.

For example, a survey of education offerings at six institutions in New Jersey revealed the existence of 120 different courses. However, there was no consensus as to which coursework was essential and should be required of every student. Is it unreasonable to suggest that we examine this problem to see if a more consistent, cohesive curriculum could be developed? Shouldn't we be able to reach some consensus about what constitutes an essential body of knowledge of the profession?

We need to know what constitutes effective teaching if the practice teaching experience is to be of high quality. Yet, if you were to examine the evaluation instruments currently used by our teacher training institutions, you would find—as we did—that there is no consensus with respect to what is effective teaching. I'm sure you realize the problems this can cause in trying to judge a potential teacher's skills.

The proposed revisions I presented to the State Board of Education, in September, directly address the problems I have raised. They also address a situation that has existed for some time—that of the hundreds of highly qualified, talented and bright individuals routinely being turned away from teaching—people who have taught in private schools, or people who offer credentials that frequently dramatically exceed those of the 21 and 22 year-olds we currently graduate from our teacher education programs.

Such people should be able to compete for jobs in our public schools if they have earned a bachelor's degree, passed the appropriate subject-matter competency tests and, if hired by a district, successfully serve a one-year, intensive and rigorous internship.

The internship plan I have proposed is not complete. It will be based upon information identified by a panel of nationally recognized experts chaired by Dr. Ernest Boyer. This panel will react to two questions. First, how do good teachers teach? Second, what knowledge of the profession is essential for beginning teachers to know? A state panel, composed of teachers (public, private and from higher education), administrators, board members, PTA representatives and other concerned citizens will then take this information and recommend an internship program to the Department of Education.

The internship will be tough, and it will be demanding.

With an alternative available, boards of education principals and C.S.A. would have the freedom of choice from among the most qualified candidates. They would not be denied this right—as they are now—because of artificial barriers that have been allowed to remain in place.

If we do not question the system, we are not likely to get the best. By modifying New Jersey's system of certification, we will be able to attract talented, competent people to the profession and screen out those of limited ability, and we will be able to stop settling for less.

We must constantly guard against current educational practices that allow minimum action to substitute for maximum effort.

For instance, we need to look at the practice some districts have adopted of accepting day-long or weekend conferences and seminars as a substitute for more rigorous graduate-level courses.

One or two-day conferences and workshops can often be excellent vehicles for learning. However, I don't believe that these workshops and conferences should be allowed to masquerade as courses and then used to accumulate salary guide credits. When this redefinition of the world "course" occurs, we allow minimum effort to prosper.

The state has a role to play with respect to the professional development of teachers. Therefore, I have proposed that the state establish an academy for the advancement of teaching and management. The academy will not be competing with college and graduate programs, nor will it offer one-day seminars. Its goal will be straightforward: to teach skills that will help a teacher to teach better and a manager to manage better.

The academy will allow teachers and administrators to spend a week, a few weeks, or longer studying effective school practices. It will give them the opportunity to dramatically improve their teaching and management skills.

After completing a period of study at the academy, the approach might include follow-up visits by academy trainers to a teacher's or manager's district. The trainers would observe and help the teacher/manager reinforce in the classroom or school the skills they learned while at the academy. Participants might return to the academy a second time for further reinforcement and follow-up.

By establishing the academy, we are saying, "being an outstanding teacher isn't easy. It takes hard work and study. It requires a continuous upgrading of skills." We are also saying, "we want you to be the teacher you want to be, and we will work with you to achieve that goal."

But, the learning process is often inhibited by factors outside the control of teachers. If our students are to receive the best education possible, the classroom must be an orderly environment where learning can take place.

Ridding our schools of violence and disruption is difficult, and sometimes we unknowingly focus our attention on the lowest common behavioral denominator. Thus, the behavior of the most disruptive students sets the tone for the behavior we tolerate from all students. Often we seem to lack clear guidelines concerning what is unacceptable behavior.

Because rules of behavior are not clear, or are not enforced consistently, there are schools where it is sometimes difficult to know who is in charge. But somebody's got to be in charge in our schools. That somebody must be a principal, a supervisor, or a teacher—not an unruly student.

Under the new monitoring system, all school districts must demonstrate that they have "provisions for identifying and providing for" pupils who disrupt the instructional program. To identify disruptive pupils, we first have to define what a disruptive student is. Board members, administrators and teachers must work together to establish this definition. Once established, they can create a discipline code based on that definition. But they must stick to that code. By doing this, they send a clear message to students, their parents, and the larger community about what is and is not acceptable behavior in that school. And the policy, once determined, must be supported through firm, consistent action. No one should expect a teacher to confront a disruptive student if he or she is not sure of support further up the line.

As part of that support system, we must take chronically disruptive students out of the regular classroom. We must work on developing alternative programs for the student who represents the lowest common denominator in behavior. We must reward our *non*-disruptive students with a safe, secure learning environment.

The state can help boards of education, principals, supervisors and teachers do this. We can identify model alternative education programs that have worked successfully. We can and will explain how these programs work and help districts that may wish to implement them.

Just as we can no longer settle for minimal order and safety in our classrooms, we can also no longer settle for minimum academic performance as measured by our S.A.T. scores.

On September 18, The College Board released the results of the Scholastic Aptitude Tests for students who were seniors in 1982-1983. The S.A.T. scores for students in New Jersey increased for the second year in a row—up two points from last year on both the verbal and math sections of the test.

While I am encouraged by these results, there is still substantial room for improvement. New Jersey's students scored seven points below the national average of 425 on the verbal section and 13 points below the national average on the math section of the test. For the state to continue to use the reasoning that our scores are lower because so many more students in New Jersey take the test than do students in other states is not entirely correct—especially when confronted with the fact that our students still score lower on the S.A.T.'s than do students from other Mid-Atlantic states similar to ours in make-up and population.

Instead of "settling" for minimum performance and rationalizing why it is O.K., we must focus our attention and effort on what should be, and strive to attain it. We have to start demanding more rigorous curriculums—curriculums that include more basic skills, not minimum basic skills, more writing, more reading and homework that reinforces what is learned in the classroom. We must ensure that all tests are not short answer or true and false but include essay questions. *And we must ensure that students' tests are graded and returned promptly.*

By adopting more rigorous curriculums, by raising our level of expectations, by improving the quality and performance of our teachers and managers, and by asking for more rather than less from our students, our S.A.T. scores will improve.

Such improvement takes effort, however, and such effort takes time. It takes each student, teacher and principal using every minute of every school day to best advantage. Here, again, there is the danger that we may have allowed a minimum to become our maximum. We have accepted the 180-day school year minimum, established by law, to become the maximum. The law does not say we cannot have more than those 180 days of school each year, it simply says we cannot have less than that number for state reimbursement.

Research shows there is a direct correlation between student performance and the amount of time spent on instruction. Yet, we lose instructional time because of a law that defines four hours of instruction as sufficient to constitute a full school day. Half-days that count as full days can be scheduled to provide extra time for in-service training for teachers, to shorten a day falling before a holiday, to take care of details before the close of the school year or to conduct parent/teacher conferences.

In a recent department study, there were more than 125 districts with 10 or more half-days scheduled during the school year.

I understand the need to shorten a school day prior to a holiday, and I believe that making time for parents to meet with teachers is a legitimate part of each district's effort to communicate.

I also feel that teachers work hard and deserve in-service time to improve their skills. But, I think some districts need to look at the *results* of their half-day in-service days. In most cases, wouldn't the goal of in-service be better served by providing teachers full days of study for professional renewal, while, at the same time, affording students a complete day and not a truncated one? Do we need three, four, or five half-days at the end of the school year? Can we extend learning activities and reduce the time needed to close out the school year?

Half-days substituting for full instructional days and their effect on students must be examined by school boards, superintendents, principals, supervisors and teachers.

We must also examine the practice of granting automatic salary increments and its effect. In some districts, or in some schools within a district, the teaching salary increment is automatic—everyone advances on the salary guide.

I am not suggesting that districts should act with haste when deciding to withhold a person's salary increment. I believe that if a teacher is not meeting the performance standards of a district, he or she should be given every opportunity to improve. That is why we have a system of classroom observation and evaluation and other staff development programs. But, after such alternatives are exhausted and there is still no improvement, it may be necessary for board members and administrators to say "enough." At that point the solution may be to deny the less competent teacher a salary increment.

I have talked at some length today about doing your best because I think that is where we must focus our efforts as individuals and as educators. We must not settle for minimums and minimum effort—because minimums too often become the maximums.

We cannot settle for minimum basic skills achievement. We cannot be satisfied with a system of awarding seniority that protects people least able to teach outside their primary area of certification, while penalizing people who have *earned* their seniority.

We cannot be content with a certification system that allows mediocre students into the profession, while artificially barring the hundreds of qualified, talented and experienced people who want to teach but have no alternative way of obtaining certification.

We must end the practice that calls a workshop a course, when the motivating factor is to gain credits, and advance on the salary guide.

We must deny increments to those teachers who do not meet expectations, after they have been helped and given the opportunity to improve.

We cannot afford to allow disruptive students to run our schools, simply because we never made a choice—a decision about what unacceptable behavior is, and how we are going to deal with it when it occurs.

If our students are to succeed, to grow, to become productive, literate citizens, we must establish more rigorous curriculums and raise our level of expectations. Only by setting our objectives higher and working toward those objectives, can we hope to see rising S.A.T. scores. We will not achieve this goal by rationalizing why student performance remains minimal.

Each district should examine the number of half days allocated to "in-service education" and closing activities at the end of the school year. Are the results worth the loss of instructional time?

We must choose to take action when it is in the best interest of students. We must realize that we have choices—alternatives—options.

There *are* real choices, but until recently education has too often been confronted with a series of Hobson's choices. You may recall that Hobson was a liveryman in the early 17th century who always told his customers "to take the horse nearest the stable door."

Like Hobson's customers, we may not have always realized that we weren't being given a choice—that, in reality, there was no alternative. I believe there is always an alternative if we choose to look for it. And I believe that we can fool the Hobsons of this world by deciding to look beyond the stable door for a better horse. It's usually there—waiting for us, if we only look.

Thank you.

Address to the Commission on Higher Education of the Middle States Association

From the Need for Excellence to the Achievement of Excellence

RICHARD BERENDZEN

THE CONTEXT

If every idea has its time, the quest for quality in education had its time in 1983. Reflecting a general yearning for excellence in American life, diverse peoples—Blue Ribbon commissions, political leaders, educators, journalists, parents—decried the decline in public schools' academic standards.

Like nothing before it, including Sputnik, the barrage of critical education commission reports jolted the nation. To experienced educators and attentive parents, the reports' findings were not surprising. Still, they startled the public and aroused political figures by so clearly documenting education's sad state.

Of course, since the 1960's hundreds of schools and hundreds of thousands of students continued to excel. And the nation opened access in education as never before in the U.S. or elsewhere. This, surely, will be one of the hallmarks of 20th century America, for it has been right and ennobling.

Nonetheless, U.S. public education K-12, on average, has fallen behind that in other technologically advanced nations, allies and adversaries alike. U.S. higher education has fared far better, yet it has had troubles, too.

In the midst of these difficulties, myths began to abound. One has been that the problems in public schools arose only recently. In fact, there has been an almost continuous deterioration of quality, nationwide, for nearly two decades. A popular explanation of the decline has been to attribute it to affirmative action. Actually, schools that have had the same socioeconomic and ethnic mix over the years have experienced it, too. No compelling evidence shows that affirmative action caused the deterioration.

THE CAUSES—A RISING TIDE OF MEDIOCRITY

What then, were the real causes? Even though general answers fail, in individual cases they can be instructive.

TEACHERS

The youngsters of late have been learning many things. When a high school teacher or a college professor receives a paper poorly performed, shoddily written, scarcely received and not recopied—a rough draft—reads that paper, skims it, and gives it back with a high meritorious grade, the stu-

Richard Berendzen, President, American University, Washington, D.C.

dent learns far more than was ever intended, not so much about subject matter but about how the system works.

TELEVISION

Electronics come in all directions. The electronic games have caused a personal problem. I have a twelve year old daughter and I want to advise any of you if you are over twenty-five never, under any conditions, play anyone under fifteen on a video game. My daughter drew me into a game recently, I tried as best I could and got a score of nine hundred and forty. She got a score of one hundred and sixteen thousand. I would not object to the TV games except for two things: one is that computers involve roughly half of our youth population—the male half. Somehow the message is given—whether in homes or in schools or by advertisers or in movies—that girls cannot and will not understand the computer. The most popular summer film for youth was *War Games*. In it a young teenage boy discovered a way to intrude into the U.S. Military computer system and nearly launched the third world war. There was a girl in the film who played no relevant role at all; she could not understand computers. This is an image of twenty, thirty, or forty years ago. My second complaint about computer games is that they are not a learning process. They simply take time. Not only do they take time away from reading, studying and contemplation, the youth of today are falling behind their counterparts of times past and their counterparts in other countries academically and in physical prowess. Youth today cannot achieve nearly so well as they used to on academically standardized tests, nor can they excel on physical fitness exams. They cannot run as fast or jump as far. We have developed a sedentary youthful population.

THE ECONOMY

Another problem contributing to this rising tide has been the national economy—a tumultuous period throughout the entire collective memory of the youth of today. Inflation was first measured in the United States after 1910. The rate of inflation increased more from 1970 to 1980 than it did from its first measure until 1970. This takes into account two world wars, the great depression, and the recession. During the 1970's youth picked up the newspaper every day with headlines about rising college costs and college graduates who could not get a job. Youth has become preoccupied with financial concerns. As you perhaps know, each year the freshmen classes across the country are polled on attitudes, personal information, etc. The results are tallied in Los Angeles and then distributed. In the past few years the predominant answer to the question of "Why are you seeking higher education?" has been "I want to make money." Students have done exactly what educators, the press, the political leaders and in particular their parents have told them to do: enroll in universities and colleges not to learn but to earn—not for an education but for certification. Remember the Wizard of Oz and his wisdom. The scarecrow received not a brain but a diploma. That is what many of our youth have been seeking—a diploma—a ticket into the high paying professions of today, and we have permitted it to happen. Enrollments have plummeted in art, history and philosophy—in all the subjects that tell us who we are and make us laugh and make us cry. At the same time enrollments have zoomed upward in the fields that youth have presumed would lead to a career.

THE FAMILY

During the same period many families have been forced to have both parents work and sometimes at more than one job. The number of single parent families in the country has reached a shocking level. By 1990, more than half of all minority youngsters from zero to seventeen years of age in the United States will be in matriarchal families. For all American families it will be approximately one third. It is a difficult situation for a woman alone to maintain herself as an individual; to counsel, and to lead, to teach at home as she should; and to make the money as well. This is a troubling situation and is the heart of the matter. During the last few months we have seen fingers pointed and we have heard complaints about many sectors of the educational system, all to explain the nation at risk. I am sad to say that if there is any single place to turn it is the closest and dearest to us of all—it is the home and the family. The first and best teachers that anyone ever has are mom and dad. The most indelible education one will ever have is what one learns at home. A recent study showed that six year old Japanese youth were already academically ahead of their American counterparts. There are basically but three possible explanations: one, that it is in the genes—we will not accept that explanation and the data do not support it; two, that the Japanese have a more effective, aggressive preschool education program than we. Though that is true, it surely does not explain it all. The third and probably the most significant part is the role of the home and the family as a model for the three year old and for the twenty-three year old. The most powerful form of education, whether it sounds like a cliche or not, is example.

COLLEGES AND UNIVERSITIES

During the last fifteen years we have for some reason adopted a number of curious philosophies—if all men are created equal, then all ideas must be equal. Leo Szilard the great scientist said some years ago "I'm all in favor of the democratic principle that one idiot is as good as one genius, but I draw the line when someone takes the next step and concludes two idiots are better than one genius." The simple fact is that some people know more than other people. Some ideas are better than other ideas, and what must be restored in education is that everyone should do his or her thing/job responsibly and not someone else's thing/job. In higher education we have far too many people who want other persons' authority but not their responsibility. We need professors who profess, teachers who teach, administrators who administer, students who study, and trustees who are trustees, and not people who attempt to be the other person. We have seen a lot of that.

We have accepted some other strange notions—if it was too difficult and youth did not like it then drop the requirement. If science and math and foreign languages are too rigorous and too precise, do not require them anymore. In those fields enrollments consequently went down to the lowest levels, in percentage terms, we have seen during this century. Part of the role of the teacher, of the educator is not only to teach the subject but to tell, to guide, to counsel youth into what ought to be taught. We accepted the notion that young people knew not only what they wanted, but also what they needed; unfortunately that was not true. Rather than youth emulating their elders and learning thereby, too many elders emulated the youth even in the way they spoke, dressed, and cut their hair. It is a topsy turvy anomaly and in the last ten years we have blunted the American dream – that each generation will produce youth who will be better educated, better prepared than their parents were. If we can believe the test scores of late, it is going the other way. On many measures Americans have lost the resolve and the courage to demand excellence. But what of higher education? Have we been immune from these national problems? I think not. When, as in fall 1982 we find that more than half of all English and mathematics instruction at the freshman level nation-wide is remedial, something is seriously wrong. Universities and colleges were giving college credit for high school subjects – twelfth, eleventh, tenth grade subjects – which had not been fulfilled prior to admission and were fulfilled at the college level with college credit. That is simply a shifting of responsibility and is wrong. And during that time the high school average grade has soared, and so too have grades in colleges and universities.

Three or four years ago I tried to conduct an informal poll across the country of average high school and college grades. This is hard data to obtain. One is often told by the registrar "we do not have those numbers," or "we are prohibited from giving them out," or "we cannot interpret them." After I filtered through that, I found that the average college grade of the twenty-five universities polled, hovered somewhere around the B + .So if one has a son or daughter, brother or sister in an undergraduate institution with a B average, that individual is somehow below average. When everyone is honored – no one is honored. The problem is not just a matter of grade inflation, it is also a matter of the core curriculum. Responding to many correct and understandable concerns of the youth of the 1960's we revised, changed or obliterated the curriculum. Out went requirements that had oppressed students but also out went much of the education that freed them. Many universities and colleges are re-examining and reintroducing a core curriculum. In my view, that is for the good.

A RESPONSE

Let me give you in just a few moments a case study of one institution – my own – The American University in Washington, D.C. We have not been immune from these problems – we are a part of a larger system too. When I arrived at American, coming from Cambridge, Massachusetts, I thought I had a brilliant, unique idea – the nation's capitol should have a great national university. I did not realize that the founders, in 1893, and the Congress had had exactly the same idea. I came from a city that called itself the Athens of the New

World--Cambridge in Boston and I came to Washington which is, if any place is, the new Athens. What I found was that AU, like many other private universities, had its set of problems.

One of the first things we endeavored to do was to define our mission, precisely and operationally. This required more than merely a dictum from the central administration; it required consensus building on the part of all sectors of the university. We had the faculty, the staff, students, alumni, consultants, the administration and trustees join for more than a year, working to define what kind of an institution we were and hoped to be. We did say with precision and I hope with clarity what we wanted our SAT's and GPA's and all the rest to be in 1985 – setting a time frame that was far enough away so it would be a challenge but near enough so that it would not be merely theoretical. The result we called AU 1985 and we set about trying to achieve it. It is a management by objectives approach and each year it is reviewed. Results are not all in, nor are all the results positive, but I can tell you we have made substantial strides. Our SAT's have come up some one hundred and twenty points in about five years. Our endowment has come up about a hundred and thirty percentage points and it needs to more than double. We are proud of the diversity of our students who come from the District, all fifty states, and a hundred and thirty-two nations. There are only a hundred and fifty-eight nations in the world! We are extraordinarily diverse. Most of all, we are proud of the quality of the alumni we are producing today. The simple fact is that about a third of the students who graduated two years ago would not be admitted next September – that reflects an institution in transition.

Earlier this afternoon you heard about the value of considering a value-added approach in monitoring excellence in education. Sandy Astin pointed out that there is much to be said for the value-added concept. I would like to tell the other side of the story. When I arrived at American University the value-added concept was well in place. I was told it really did not matter what the initial scores of the students were. It really did not matter whether they had high school French or Spanish or Latin. It really did not matter whether their SAT's were at this level or that, because what counted was what value we added to them. AU should not try to compare itself with those other institutions we thought were our like kind. We should ask how do our seniors compare to the persons they were as entering freshmen? We were told the guidance and counseling that would come during this process was enormously beneficial and that is true; however, there is another part to it: I am quite concerned about the person who benefits, progresses, and graduates better than he was when he started but still is not proficient in English or mathematics, or in science. In short, I believe there are some absolutes. I believe we need to normalize ourselves against our peers and we need to calibrate ourselves against our own expectations. If somehow this seems theoretical, abstract, and distant, simply ask yourself if you want your brain surgeon to have graduated with low scores, low grades, at the bottom of the class but to have done very well on the value-added notion while an undergraduate; I suspect not. The value-added concept has enormous merit for an accreditation association, for it is terribly hard to know how one should evaluate one school against another. In that sense, it is an extraordinarily wise notion. For my own university, however, I would have to say in all honesty, we have made our greatest progress when we put value-added aside and used other measures.

What we hope for the future is the boldest thing we have ever endeavored to do. Demographics as one knows are against us. Between now and the early 1990's the number of eighteen year olds graduating from high schools in the upper northeastern sector of the country will drop by more than forty percent. Moreover, the number of college bound will drop by an even higher percentage. At the same time that those of us in higher education look to that ever shrinking pool, so too will everyone else who needs an eighteen year old and that includes the U.S. Military. There is a very real and ominous possibility that the draft will be re-introduced within a few years. What is a university or college to do facing such circumstances?

In my view, the quality option is the only answer. This September we enjoyed in our freshmen class an enrollment increase of about twenty-four percent. At the same time our admissions standards went up. Frankly, we are even now trying to figure out what happened. As far as we can tell, the parents of high school seniors are seeing an institution in transition—that is taking itself more seriously than ever before—that is bridging the theory of the classroom with the practicality of the city—that is in fact raising its standards—and says that is what the consumer of today wants. But there is the great danger that education may become like herpes. That dread disease has been around for a millenium, but no one talked about it until it became front page news nationwide. I am concerned that major political leaders, the news media, everyone, will move from silence in education to having it be a prime concern, to silence again. It has happened before. It happened a quarter of a century ago, following Sputnik. What is needed in the United States is a constancy and a resolve in education, one that transcends the term of a president of a university, of a mayor, of a governor, or the President of the United States. In that circumstance, education now is receiving more attention than at any other time since the founding of the country. Just yesterday there was a national forum on education in Indianapolis; it was supposed to have twelve hundred attendees, it had twenty-six hundred. Education has never before received so much attention and surely that will be for the good. I think when the Middle States Association has a comparable meeting ten years from now the issue will not be how did we survive but how have we managed to excel so in the last ten years.

Thank you very much.

APPLAUSE

Moderator: We are most grateful for that strong and tough-minded analysis and the account of what one institution has been doing to create, maintain and extend excellence. President Berendzen has said he is quite willing to respond to questions and further the discussion. Who has the first question?

Voice: Will you elaborate on demographics?

Berendzen: With respect to shrinkage, it is very real. One of the intriguing things I find in higher education is how quickly we can forget. In the fall of 1982 American University was hit hard by the recession as I think many Ph.D. granting private universities were. This fall our enrollments are up. We have, if I can use such a word in the higher education context, a massive financial surplus. Have you ever heard of that? We have given our employees what I think is a good raise, our reserves are going to go up a couple of million dollars, our contingencies are up as well. In that kind of a psychological context I was told just a few days ago by a senior professor—"Berendzen, this demographic thing is all untrue. The kids have been out there all along. Why have you been trying to scare us by it?" Well, it has been true. The students just were not born. We could have learned that from baby food sales of twenty years ago—they were down. We should have known what was coming. What do you do about it? At American University we are planning to become smaller, and, I hope, better. Each year we budget on the expectation that our overall enrollment for the next year will be smaller. Now, what that leads to, if we are quite candid with one another, is a higher unit cost for each of the students coming in.

As federal student financial aid has been cut back, we have tried to provide more of our own, in part by seeking it from outside donors and in part by redistributing our own funds. Let us be candid about that too. If we take our own monies which are coming predominantly from tuition and put them back into student financial aid, it is our own internal form of socialism. We take from all students to give to a few, presumably to the most meritorious either needing it financially or academically outstanding. The institution wants both types of students for understandable reasons. In that circumstance, you can push only so far. Ultimately you reach a limit beyond which the average student cannot pay the tuition bill. With respect to cost going up as size gets smaller, it is hard for students to understand why tuition rates are outpacing inflation. They read the papers, listen to television and are told inflation has been beaten. It has not been but it is lower, under five percent and yet most Ph.D. granting universities next September will have tuition increases in a range of seven to nine percent. It will be very hard to explain to parents why that is so. The reason is because we do not have the same cost as measured by the federal government when they calculate the national average inflation rate. We are not a family of four—mother, father and two children paying a mortgage—we have a different set of costs and we have deferred maintenance which arose primarily during the inflationary seventies. *The New York Times* called me the other day because they were doing a story about declining enrollments and asked what universities are doing about it. They said we hear that AU is intentionally planning on becoming smaller; I said, that is right. "What then," the reporter asked "are you doing to cut back the cost at the same pace that the enrollment goes down?" This is a good and fair question though difficult to answer because we are labor intensive and a large fraction of our employees have tenure. What do you do about that? It is a difficult question in personnel management. When you are tenured in, with units where enrollment has slipped it is very difficult. What we are finding is probably what you are finding: you have faculty who retire or leave but they are not in the right units. The people who do leave—leave an area where you must make replacements. The people who do not leave—stay for a very clear reason—they have no place to go. Consequently, the places where enrollments are lowest, faculty resources are the highest. I do not have a solution to that problem. We have cut back on the number of adjuncts and on the number of administrators—the entire president's office at my university amounts to a secretary and myself. There is no one else, not even part-time. We only have two vice presidents and are about as lean as we can be. You can imagine that in this budget cycle students and faculty are saying that tuition must not go up, faculty salaries must rise, and the solution is to fire all those unnecessary administrators.

Voice: Where did the value-added concept come from?

Berendzen: The value-added concept comes from economics as some of you probably know. There is an enormous amount of merit to it and I do not wish to denigrate it. I really think that it has merit for the university to consider internally and particularly for an accrediting association to consider. What you try to do is evaluate how well that institution is doing its own self-determined job. My problem with the concept is that the determination can be set too low. One can expect too little of the institution. I think there are ways that an institution can go about monitoring itself. We are of course concerned about what Middle States thinks about us. To be quite honest with you, however, we are far more concerned about what we think about ourselves, and so have set our own gauges. We monitor our admissions standards vis-a-vis a pool of about a dozen other schools, not the ones we are comparable with, but ones we would like to be comparable with. We compare our faculty salaries with theirs, we compare our library resources with theirs. Most important, we do not compare only those quantifiable areas—we try to measure the things which are hardest to measure—the success of our graduates. When you back away and really think about it—what a university or a college is really about is not all the meetings of the university senate sitting holding hands with trustees. It is really about the production of graduates. What gives us greatest confidence is that in the last few years our graduates have gone on to better graduate programs, more prestigious law schools, have been hired at higher salaries than ever before. Last spring the number of industries that came to recruit on our campus more than doubled from the highest year in the past. That to us is an indication that something may be going right.

Voice: Isn't the basic versus applied approach contradictory?

Berendzen: I don't find that mutually contradictory at all. It strikes me that if you are majoring in communications and you are going to become a journalist you should also study European Literature. It strikes me that if one is majoring in accounting and business administration, one should also study history, and business history. We have a two-track program at my university. The student can decide which track he or she wishes to be on. One is to study business in the conventional sense and take basically business courses, the other is to study business, but also to study with professors from arts and sciences. One will discuss value issues, ethical matters. For example, one will discuss the cost of cleaning up pollutants coming out of a smoke stack and all of the ethics involved, but also what the business considerations are. I do not think the basic or applied approach are mutally contradictory. It strikes me that the mission of education in the eighties is not to be pristine in either direction. It is not to be purely theoretical nor purely applied—a rigorous education in the eighties ought to be bit of both. In Washington we have the resources of a phenomenal city and we try to bring the city to the students by using distinguished adjunct faculty and guest lecturers. We try to take the students to the city by putting them in internships and cooperative education placements and that, it seems to me, is an education that prepares one for life and for making a living.

Voice: What can one tell parents and students about rising costs of tuition?

Berendzen: I think we are pushing it almost to the limit. There is an interesting little statistic which I am sure all of you in this room know but let me remind you so that you can pull it out with parents if you have not recently. It is true that higher education costs have risen dramatically but it is also true for some strange quirk of nature that nobody quite knows the answer to—for about thirty to forty years the cost of going to a private university or college for one year, tuition, room/board, books, travel, everything added together, has remained almost exactly the cost of buying a Ford automobile. The cost of education has gone up, the cost of the automobile has gone up as well. The cost of an education, however, is on average the second most expensive thing that most families will ever purchase. First is a home, second is education, third is the car. We have to persuade them that it is worth the investment. There is the cliche—that if education seems too expensive, consider the cost of ignorance. The fact is that during a lifetime a college educated person in the United States will make between four to six hundred thousand dollars more than will his counterpart without that degree. That is not the only value of education and for the last five years we have been too preoccupied with costs and benefits and not with standards and quality.

Voice: What do you see as the role of the federal government?

Berendzen: Well, I don't know. I suppose the Secretary of Education could speak to that issue better than I could certainly. There are some statistics though that are worth knowing. At the K-12 level approximately ninety-two percent of all of the funding comes from the state and local level, not from the federal. The federal government provides only about seven and a half percent of the funding whether it's under this Republican or prior Democratic administrations. A lot of the discussion about the level of federal funding for public schools is really talking about whether the federal component ought to be 7.6 percent or 7.8 percent. The dominant role is at the local level—that is simply a fact. With respect to universities and colleges, I think there is a very definite role for the federal government—to provide student financial aid not merely for people who cannot pay for it otherwise, but as an incentive to those people who can serve in the national good. In particular, in the last few years the country has not been receiving nearly enough people into the teaching profession with high academic abilities. It strikes me that one of the real roles for the federal government is to work out a contract system which provides a subsidy to the high school senior who in writing states that he or she will go into the teaching profession, provided the individual is academically meritorious. Many schools have found it quite difficult in the last few years to find science and mathematics instructors. I hope these data are accurate, I cannot guarantee they are, but the anecdotal information is that in 1982 all of the universities and colleges in the state of Ohio combined—graduated the grand sum of one high school math teacher—the state of New York graduated none. In addition, there are other chilling facts—more than half of all of the high school math and science teachers hired in the last three years are either uncertified or unqualified to teach the courses they are teaching. More than one-third of all the nation's high schools do not even offer pre-college mathematics—never mind whether it is taught well or not, they do not offer it. Therefore we need to get better qualified people into the secondary schools; if we do not, all of us will have a continuing serious problem.

How do we go about solving the problem in the short term? Industry has many well qualified mathematicians and scientists. It strikes me that some of them could teach in the high schools or at least assist high school teachers. If it takes an incentive to accomplish this, again, this is the role of the federal government—such as a tax incentive for the participating industry. Moreover, we should persuade industry to guarantee that people in certain high technology fields who are teaching in high schools and perhaps even in colleges, will have summer employment at an industrial wage and work in the industry. That, it strikes me, would be good for industry and good for high schools at the same time. We run, however, directly into teachers' unions which probably would oppose it. That idea would have to be worked out at the bargaining tables. All of this suggests something that has been missing—something we have not mentioned this afternoon, something I heard very little about in Indianapolis—it is partnerships. There were traditional partnerships and then, in the anguish of the sixties, with Viet Nam and napalm and then Watergate and all the rest, they broke away. Universities and colleges correctly, in my view, criticized the war efforts in the sixties and those people in industry said if you are going to criticize us, why should we support you and fund you and be involved with you? The news media broke away, parents broke away. Universities and colleges did not maintain close liaison with secondary schools. Rather, they preferred to criticize the schools for the products they were receiving as freshmen. What we need to do now is build close bonds and friendships. Universities and teachers' colleges must work more closely with the public school systems. The university faculty should work more closely with public school teachers, industry should work more closely with all of education.

Voice: How do you convince a faculty that how effectively they teach their students is more important than salary or other considerations?

Berendzen: I know teachers are there because they are altruistic and believe in the lofty ideals of education. I also am under the impression they like to receive salaries. It strikes me therefore that merit pay has merit—it should be institutionalized from kindergarten all the way through the post-graduate level. Unfortunately, it is difficult to measure and monitor who is the good teacher—there is a value-added concept. If you happen to be the teacher of an outstanding group of students, you will probably find students who came out of a good system and are doing very well. If, on the other hand, you have a group of students who are initially quite poorly prepared, you have been successful if you bring them up to average. I understand that. In my own university we are trying to have a merit pay system and it is working in this pay round. The range of increases which comes into effect January 1, 1984 is from a zero increase to about ten to twelve percent and that whole range depends upon merit primarily in teaching.

Voice: If we have a shrinking student pool and therefore steady state staffing or even reduced staffing what do we do about minority and women hirings so that we have role models for our students?

Berendzen: I don't have an easy or any answer for that. I can tell you what we are trying to do—we have tenure track, full time faculty positions, as you do, but we also have adjunct faculty. In Washington, there is an incredible wealth of truly talented people and it is particularly from that area we have been trying to draw upon minorities and women so that we will have that role model aspect. The role model criterion I think is one we can meet. Where we are more deficient though, and it is painful and I do not have a solution, is not merely filling a role model for students, but actually having a full time staff professional on a continuing basis. When we are not hiring but rather reducing the number of faculty slots, it borders on the impossible. Moreover, in those few areas where we are hiring, there are very few Black and women applicants. For example, we have hired in the last few years some people who are trained professional Ph.D. computer specialists—the number of minority and/or women applicants bordered on zero. That is a national problem.

Voice: How can we involve parents?

Berendzen: I am not sure. If there were a single course which ought to be required of all Americans, it would be Parenting 101. The difficulty is: who would teach it/who would take it? The fact that discussion is occurring is probably the most beneficial aspect. I find that at the present time the news media are extraordinarily interested, PTA's are as well. You may know that in 1980 the average PTA attendance in the country dropped to the lowest level in many decades. Parents were simply busy, busy with one, two jobs each. They were busy watching football games on television, busy trying to pay the mortgage on their homes or cars. They were worried about themselves and also about their children but not to the intensity that we all would like. I think a problem cannot be solved until its existence is acknowledged. When you have the courage to do that, and even the courage to point out possible solutions (and may I reiterate what I said earlier because it is the heart of things—the best form of teaching is example. It is not telling, it is the doing and having people watch. In the last ten years we have taught our students many things—about dropping away standards, about giving grades that were too high, about permitting them to talk themselves out of problems they were in, about condoning violence and disruption in the dormitories and drug use when they and we all knew it was wrong—so that principals and provosts and presidents and all of the rest of us became unwitting teachers. I think before we admonish parents we should admonish ourselves and then the parents.

Thank you for having me.

Dinner Address

Achieving Excellence in Public and Private Education: Closing the Widening Gap

RICHARD M. MILLARD

We are living in a period of confused signals and changing priorities in education at all levels. Education again has become a central local, state and national concern. Unlike the 60's and the 70's, the focus of that concern is not primarily on access and equity or state and federal dollars to improve these but on quality or achieving excellence. This does not mean that issues of access and equity have been solved or have disappeared, nor does it mean that quality was not a matter of concern in the 60's and the 70's. The rhetoric, however, and the perspectives have changed.

There are a number of factors which have influenced and are influencing that change. One involves a shifting emphasis in the concepts of access and equity. Not only those of us in the academic community but the public at large have come to recognize that equity without quality is an illusion. To engage in social promotion in the name of equity or provide access primarily to second or third rate programs, schools or institutions is to provide neither equity nor quality. These in fact simply perpetuate inequality. Equity without quality is a contradiction in terms. This was at the heart of *Brown versus the Board of Education*. We are searching for means of assuring that access is in fact access to quality education, that quality is an integral part of equity, but in the process the temptation at times is to point fingers rather than bring about substantive change.

A second factor influencing the change is obviously economic and involves the tension between recession and fiscal stringency on the one hand and concern that education may be crucial to the country's future economic welfare on the other. Theoretically we are emerging from the most severe recession since the great depression. The national debt is astronomical. While increasing defense expenditures the federal government has systematically attempted to reduce spending for social programs, including education. States, most of which cannot constitutionally incur deficits, have had to retrench, some, such as Michigan, Minnesota, Oregon and now even Oklahoma radically, and most states, at least by reduction in increased rates of expenditures. Since in most states education is by far the largest portion of the state budget, education has had to take its share of the cuts. This has, in some cases, had a divisive effect by pitting schools, colleges, and segments of postsecondary education against each other in political competition for limited funds. The

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other side of the picture is the growing political and public concern that the future economic health of the country, both at home and internationally, is closely related to more adequate and effective education. Governors in particular have seen in the high-tech industry a panacea for economic woes and have linked the growth of such industry with research, mathematical and scientific education, complex universities and education in general. This perception may be faulty and there is some evidence that increasing high technology may actually reduce the need for increasing numbers of highly educated persons. However, in the meantime, such political concern may tend to lead to strengthening some aspects of the educational systems at the expense of others.

A third factor is the deluge of reports of special commissions, foundations, and agencies (public and private) on the state and quality of education – most often described as sad. To date these reports have been primarily focused on the schools. The National Academy of Science and the National Science Foundation have addressed specifically the issue of elementary and secondary education in mathematics and science. More general reports have been produced by the Southern Regional Education Board, the Twentieth Century Fund, the Paideia Group, The College Board, the Business Higher Education Forum, the Task Force on Education for Economic Growth, and most recently the Carnegie Foundation for the Advancement of Teaching. The one, however, that has received the most national attention is the report of the National Commission on Excellence, *A Nation at Risk*. Its claim that our educational foundations are being "eroded by a rising tide of mediocrity" (p.5) has among other things helped to make education again a priority issue.

These various reports underline a long series of factors contributing to or that are indices of quality erosion as they see it. They cite everything from declining scholastic aptitude scores to the fact that 13% of all 17 year olds and 40% of minority youth are functionally illiterate. As factors contributing to the perceived situation they include a litany that runs from loss of objectives in secondary education to social promotion and incredibly low teachers' salaries. They offer a range of possible solutions from increasing high school graduation requirements and raising college admission requirements to special incentives including merit pay for teachers.

It is not my purpose or function to assess the adequacy of these reports or to evaluate their recommendations. I think it is, however, at least important to point out that many of the conditions described should not be blamed on the schools alone, but on confused signals from our society about what the schools should be doing. Most of the reports tend to use an extremely broad brush that overlooks the real accomplishments of many schools and school systems. There is perhaps one word of warning that should be interjected; we need to be extraordinarily careful that we do not use "quality" as a code word for a return to an elitest tradition. I must confess that some of the reports seem to verge on this. We must be particularly careful that we do not fall into the trap of the Yale Faculty of 1828 that closed the curriculum for all time against the eroding effects on quality of those pernicious subjects, modern languages and the natural sciences.

While again the primary emphasis in these reports to date is on the schools, postsecondary education is not exempt and the probability is that it will move to the center of the picture in the period ahead. *A Nation at Risk* notes the growing complaint of "shoddiness" not only in "our schools" but also in our "colleges" (p.11). A special task force of the commission is currently bringing together material on postsecondary education. Whether this will be as negative in relation to higher education as *A Nation at Risk* is to elementary-secondary education has yet to be seen but the probability that it will be complimentary is not high. The Carnegie Foundation for the Advancement of Teaching report, *Control of the Campus* (1982) not only noted quality problems on campuses but cited accreditation in particular as failing to enhance quality. The number of graduates of some teacher education programs failing basic English proficiency examinations necessary to qualify as teachers has not gone unnoticed. We have something of a national scandal about academic policies in relation to athletic eligibility. These are not reasons for concluding that all is well in the halls of academe.

A fourth factor influencing the change is the continuing demographic situation with decreasing or variable enrollments and shifts in the student clienteles. Closely related is changing student objectives with increasing emphasis on programs with more immediate job entry prospects. This has caused faculty dislocations and program shifts some institutions are having difficulty dealing with. It is also leading to increased emphasis on marketing for new types of students with attendant interinstitutional competition.

A fifth factor is a general shift towards what might be described as a more conservative outlook. This is reflected in some of the program shifts already noted. It is also reflected in what appears to be a diminished idealism on the part of students including less concern with the humanities and their cultural heritage. Most strikingly it is reflected in the demand for a return to basics, whatever they are. Beyond the three "R's" there is not much agreement on what these are.

All of these factors tend to heighten the tension between the public and private sectors both in elementary-secondary education and postsecondary education, and, it should be added, among the various public sectors in postsecondary education. On the elementary-secondary level, proposals for tax credits or vouchers have raised the specter in some quarters, whether rightly or not, of undermining the public education system. Some alarmists would argue that it will destroy it or at least make it a kind of depository for the poor, for the less affluent minorities, and for the untalented. There is very little question that the rapid growth in private schools in some sections of the country during the last decade was related to attempts to avoid desegregation. While first rate private schools have a long and enviable tradition and have worked diligently to provide opportunity for minorities, this has not been true of all private schools. There is, however, an additional concern expressed by some people that through a tax credit or voucher system we could involuntarily reintroduce streaming so that the best students and the college bound would go to private schools and the supposed mediocrity of the public school with the left overs would be further heightened.

On the postsecondary level we are in a period in which the natural forces of competition among colleges and universities, if we are not careful, are likely to push some institutions in the direction of attenuating rather than strengthening quality. In the light of variable enrollments and fiscal pressures, the need for warm bodies to pay tuition or to meet full-time equivalent enrollment formulas for funding or even to survive, constitutes a temptation to lowering standards rather than raising them. Given limited public funds, both state and federal, with student aid available to students at both public and private institutions, competition for these funds between public and private institutions has in some cases become acute. The tuition differentials between public and private institutions further heighten the tensions. Some 16 states earmark special aid for students at private institutions or for the institutions themselves to ameliorate the tuition gap. During the period of an expanding economy and state surpluses this presented no major problem. However, in a tight economy such public appropriations for private institutions, particularly when coupled with state tax credits appear to some public institutions to be undermining their support. When faced in addition with proposals for a voucher system under whatever name, the public institutions are less than sanguine about their future. On the private side the tension is further heightened by the fact that corporate and other gift funds traditionally considered the preserve of private institutions are now actively being sought and obtained by public institutions as well. The result has at times been the pitting of one against the other with the rhetoric of warfare rather than cooperation predominating.

Such conflict can only be at the expense of all sectors within elementary-secondary or postsecondary education. It undermines public confidence and weakens education generally. It opens the door for those who do not have the best interests of education at heart to play the sectors off against each other. Nobody, least of all the students, wins. At the very time when public concern with quality and accountability is paramount, it seriously threatens our common goal of achieving excellence in education at all levels.

Obviously, the critical question is: what can be done about resolving such conflict? How are we to close, or can we close the widening gaps in the educational fabric? I have no quick fixes or easy answers. In fact, I strongly suspect there are none. However, if we are to make progress in alleviating the situation and to meet the current public challenges for quality enhancement and achieving excellence, it seems to me that what is called for is a return to a different set of basics. By "return to basics," however, I do not mean what is usually meant when this is used as a code word for a return to tradition or even to the McGuffey reader. Rather what I mean might better be described as moving forward to the basic issues involved in quality attainment.

The basics I am talking about are or should be exemplified in the accrediting process. They have, however, a considerably wider application.

The first basic involves the need for clarity in what we mean by quality of a school, educational institution or program. If we cannot define quality then there is little hope in achieving it. Discussions about the nature and definition of quality have undoubtedly gone on since the beginning of the human species. I do not intend to go into a general philosophic discussion about the various definitions or lack of definitions of quality which have been offered. I would suggest, however, that in the context of educational programs and institutions, quality is not that difficult to define. It seems clear that it is not, as sometimes maintained, indefinable. If it were, each person's perception would specify quality for him and discussion would be at an end whenever two people perceived it differently. Nor can quality be equated with what the "best" institution is or does. Such a conception does not do justice to the variety of legitimate educational objectives various types of programs or institutions are designed to meet and the appropriate demand that, regardless of the type of program or institution, each program and type of institution should achieve maximum quality.

Within the educational context it seems clear that quality basically relates to the achievement of appropriate educational objectives and to the effective utilization of resources in doing so. An institution, program or school with confused or unclear objectives, that does not know what it is trying to accomplish, while it may muddle through, has no clear basis for assessing what it is doing or how it might improve and can hardly be characterized as exemplifying quality. One of the problems cited in *A Nation At Risk* is the loss of objectives in the high school curriculum. This is a problem that also characterizes some higher education institutions. It is not surprising, whatever the cause of the confusion, that under such circumstances, quality suffers. But equally, any institution or program with clear and appropriate objectives but without the resources to achieve them, is also deficient in quality. If, for example, funds are not available to attract qualified teachers or faculty, the results are predictable regardless of the objectives. If this is the case, then whatever else quality in schools, institutions or programs may or may not be, its basic characteristic is effective utilization of resources to achieve appropriate educational objectives.

If we define quality in terms of effective utilization of resources to achieve appropriate educational objectives—that is, as excellence in kind—then at least a basis is established for two fundamental factors in overcoming gaps. The first is that quality or excellence can be expected from very different types of schools, institutions and programs without invidious comparisons. It can equally be expected in elementary schools, secondary schools, public, private and proprietary schools, community colleges, specialized institutions, liberal arts colleges, complex research universities, and so on. Further, one does not commit the fundamental oversimplification and error of judging one in terms of the other. The critical question in each case is not what kind of a copy you are of St. Albans, or Princeton, but how effectively you have utilized your resources to achieve your appropriate educational objectives. Related to this is the second factor, that is, the possibility of developing mutual respect for diverse objectives and thus establishing a concrete basis for cooperation where the objectives complement each other. It is this concept of quality on which accreditation is or should be based.

The second basic is the recognition of the self-regulatory role of the community of education in meeting diverse societal needs and in assessing and enhancing educational quality. Accreditation as it has evolved is designed both to respect and to foster that diversity and to assess and enhance quality equally in the variety of legitimate schools, institutions and programs designed to meet the diverse educational needs. It is *a* if not *the* outstanding example of educational communal action and concern. It is the academic community's primary means of voluntary self-regulatory quality assessment and enhancement. In the latter part of the 19th Century the regional accrediting associations developed out of voluntary meetings of representatives of colleges, universities, and schools concerned with problems of relations among themselves, including admissions, transfer of credit, acceptance of graduate students, and more adequate definition of functions. While accreditation may have its weakness it exemplifies a history of cooperative, communal, voluntary and self-regulatory concern with quality assessment and improvement. The members of institutional accrediting associations are the accredited institutions themselves. In the case of the specialized or professional accrediting associations, they are the institutions or programs plus the practitioners and professional associations concerned with the quality of preparation and service to the public in the fields in question. Thus accreditation is not imposed from without. The accrediting associations are not "they" but "we" in our mutual concern with quality assessment and enhancement. The accrediting process involves self-study and self-assessment, peer review and communal judgment. The crucial questions are not whether an institution is public or private, two or four year, technical or general but whether or not the institution or program has clearly defined and appropriate objectives, whether it is in fact accomplishing them substantially, and whether it gives reason to believe it can continue to accomplish them. These I would submit are the essential quality issues.

On the postsecondary level, the self-regulatory process does not end with the individual accrediting associations but extends to the community of accrediting bodies. The Council on Postsecondary Accreditation is a voluntary organization of accrediting associations and national higher education organizations with three fundamental functions: first, to recognize and review accrediting associations for the accrediting and academic communities on the basis of demonstrated need and specific standards related to accrediting policies and practices; second, to provide national leadership and understanding in speaking for accreditation; and, third, to provide services to the accrediting associations, educational institutions and the public by assisting in improving accrediting processes, policies and practices and by facilitating coordination among accrediting associations. Through the Council the accrediting and academic communities are working to encourage interagency cooperation in joint and sequential reviews to institutions and programs by accrediting associations. The Council is embarked on a project to try to develop common data bases for self-studies and institutional reporting to cut down on duplicate requests for information. It has task forces wrestling with such issues as the validity and reliability of accrediting standards, disclosure and confidentiality, assessment of off-campus and military base operations and developing mutual understanding and cooperation, when appropriate, with state and federal agencies also concerned with quality.

I am not suggesting that accreditation by itself will or should close the gaps in the educational universe. It is not as such designed to do so. What I am suggesting is that the *de facto* communal operation and the sense of community involved in accreditation is essential to gaining the perspective necessary to closing the gaps. If such communal activity and respect can be marshalled in the crucial yet emotionally charged matter of quality assessment and enhancement, it can be extended to other areas. Further, it is the concept of quality involved in accreditation that leads to the third basic.

This third basic is the recognition of the crucial importance of clear and precise development and statement of objectives. Without such objectives not only is there no basis for assessing quality, more fundamentally the possibility for defining and implementing areas of cooperation, complementation, and uniqueness, even areas of healthy competition is negated. This is one reason why effective internalization of the accrediting process by schools, institutions, and programs becomes so important. To the extent that accreditation is looked at as something external, a necessary evil one must go through periodically, its value to the institution as part of the community is diminished. To the extent it is internalized and made part of the ongoing self analysis, sharpening of objectives, and planning and institutional research of the institution or program itself, its value to the institutions is increased and the scope of operation becomes more clearly defined. With such clarification of scope and objectives the similarities and differences with other programs and institutions become clearer as do the possible areas of cooperation and reinforcement.

I am sure there are other "basics" but these three—clarity in the definition and understanding of quality, recognition of the community of education in meeting diverse societal needs, and recognition of the crucial importance of clear and precise development of objectives—are fundamental. They have major implications, I believe, for helping to close the widening gaps.

First, these "basics" underline the fact that resources and attainment of objectives are inextricably related. Scarcity of resources is one of the causes of the friction. When resources are scarce and not available, objectives may have to be modified if quality is not to be sacrificed. However, the scarcity of resources, given clarity of objectives and the community of education, may and should also serve as the basis for exploring common resources, and for sharing resources in achieving common or complementary objectives through consortial or other arrangements. If our concern is in meeting educational needs, obtaining the objectives takes or should take precedence over questions of turf.

Second, the "basics" also underline the fact that resources by themselves do not ensure quality. The critical issue is how they are utilized to obtain the objectives. There will never be enough resources to meet everyone's perceived needs. Given again scarce resources, the crucial question becomes how we can most effectively utilize our common resources in achieving common and complementary objectives. Even if institutional, program or school objectives differ considerably, it may be both academically and fiscally profitable and responsible to explore common utilization of resources to achieve quite different ends.

Third, through recognition of the legitimate variety of objectives the possibility of cooperation is increased through the further recognition that many of these complement each other in larger objectives. Community colleges and research universities, public and private institutions, colleges and the schools not only can but should work together in attainment of the larger educational objectives related to the needs of the states and the nation. Far too frequently what have appeared to be offers of cooperation have been "let me tell you how to do it" or "we will help, but do not get on our turf" rather than a matter of exploring common concerns and developing common objectives and mutual means of attaining them. While the term "planning" misinterpreted as "master plans" has become unpopular, we are at a point in history where the need for mutual consultation and cooperative strategic planning may be essential to accountability and to the health of education in this country.

Fourth, the concern with objectives places primary emphasis on results, outcomes and value-added factors. This has major implications for colleges and schools, their relations to each other and their modes of cooperation. It emphasizes that as important as entry levels may be in relation to particular programs, far more important are educational continuity and exit levels. It also underlines the importance of recognizing the legitimacy of alternate means of obtaining the same or similar objectives and opens up new possibilities for cooperation in exploring these. This is not to negate the importance of process. It is to recognize that education is a process-results continuum, that assessment of process is meaningless apart from results and that more than one process may lead to the attainment of the same objectives.

Finally, even or perhaps particularly in relation to funding sources, public and private, the "basics" we have been talking about form a basis for common quality accountability and reasonable approach to request for funds based not on tradition, turf, or political connections but on educational accomplishments. Just as the academic community through accreditation can expect a school or institution to demonstrate that it does utilize its resources effectively to achieve appropriate educational objectives, so also funding sources—governments, foundations, private donors—can legitimately expect the same in relation to the resources they supply. In common approaches to funding sources if the institutions and schools and the funding sources are clear about what they mean by quality and they mean the same thing, and the quality determinants are legitimate educational objectives, the possibility of reasonable support even increases in support is at least enhanced.

These basics do not offer a panacea or assure a quick way to close the widening, not just gap, but gaps in the educational universe. What I am suggesting however, is that they do constitute at least a foundation on which greater understanding, tolerance, and cooperation in closing the gaps can be based. On whether we move in this direction may well depend the future of education in this country.

Business Meeting of the Association

Report of the President

THOMAS J. BRADSHAW

I would like to call the business meeting of the 97th Annual Meeting of the Middle States Association of Colleges and Schools to order at this time. I would like to introduce the people who are on the dais. At my extreme left (your right) is W. Byron Forbush, II, Second Vice President of the Association; next to him, Frederick Aho, Acting Executive Director of the Commission on Secondary Schools; to his right, Clay Givler, Chair of the Commission on Secondary Schools; to his right, Dr. John Stoops, Executive Director of the Assembly of Elementary Schools; to his right, Courts Oulahan, the Association Counsel; and, to his right, John Budway, the Parliamentarian for this afternoon's meeting. On my extreme right, (your extreme left), we have John Moser, Chair of the Committee on School and College Relations; to his left, Dr. Rhoda Dorsey, the First Vice President of the Association; to her left, Milton Bassin, Past President of the Association. To Mr. Bassin's left is Dr. Bruce Dearing, Chair of the Commission on Higher Education; to his left, Cecile Betit, Secretary of the Association; and, to her left is Mr. John F. Zeller, Treasurer of the Association.

Before we begin the agenda for today's meeting, I would remind you that last year the meeting ended with a meeting of the Committee of the Whole, and its report should be presented to this meeting of the Association. In view of the fact that the report was printed in *The 1982 Proceedings* and has been reviewed and taken under advisement by the Board of Trustees, I would like to entertain a motion at this time to indefinitely postpone consideration of that report.

PAUL LONG: I so move.

WESTON DEAN: I second the motion.

PRESIDENT BRADSHAW: Is there any discussion of the motion to postpone?

(The question was called, the motion put to a voice vote and carried.)

PRESIDENT BRADSHAW: The motion is carried and I thank you.

The first item on our agenda, according to the "Call to the Meeting," is a report of the President.

I would like to report to you briefly on my stewardship this past year as President of the Association. I recall saying at last year's Annual Meeting that I hoped my term of office could be a year of peace and a year of healing, and I

Thomas J. Bradshaw is Director of Personnel for the Edison, New Jersey Public Schools. He served on the Commission on Secondary Schools from 1971 to 1980, as vice chair in 1976 and chair in 1978. He was elected Second Vice President of the Association in 1981, First Vice President in 1982, and President in 1983.

am pleased to be able to stand before you this afternoon and say that that in fact did occur.

I believe the Association had a good year and I have a feeling of satisfaction about what has happened this year in Association affairs. Just as at the institutions you represent you have to spend time on organizational matters, on getting the machinery adjusted and getting your organization moving in the right direction to service the students at your institution, so the Association spent this past year working on the internal machinery and the internal procedures through which we serve our member institutions.

It certainly was not a dramatic year, with matters of great moment, but I would like to report that we made substantial revisions in our personnel policies for the professional and support staff at our Association office. We conducted searches to fill two key personnel positions, and I believe you will be hearing more about those later on in this meeting.

We did come up with a long-range plan for the Assembly of Elementary Schools and operational guidelines for that body, and, again, you may hear more about any of these in the reports of the individuals on the dais.

We worked at establishing better communication with our constituents through the personal services of our staff members and through the newsletter whose publication was resumed after several years of inactivity. I believe we made significant forward movement toward computerization of our records at the Association office. We managed to settle a very annoying and long-existing matter of litigation involving one of our member institutions.

We did many things which leave me with the feeling at the end of my term of office that I can step aside and say that the Association has moved forward during the year of 1983; and I am pleased to be able to say that to you.

At this time, then, I would like to follow our agenda and call upon each of the people who has a report to make. The first report will be that of our Treasurer, John F. Zeller, III.

Report of the Treasurer and Auditor's Report

JOHN F. ZELLER, III

This is my last duty as Treasurer of the Association. My term will expire shortly. I would like to take a moment to thank Beatrice Wardlow for all the help she has provided to me in my term, and Calvin Crawford and Cecile Betit from the Association office, and, of course, all of the Presidents who have put up with me for the terms I have served the Association as Treasurer.

It is my custom at these meetings, as some of you may recall, to say that I have both good news and bad news, and this year is no exception. The good news is that the Association's finances are in relatively good shape. The bad news is that we have to ask you to approve a dues increase.

Let me deal with the good news first. I call your attention first to the operating statement for the year which ended June 30, 1983 and ask you to note that there was an excess of revenue over expenses for the year of $159,000.

If you will turn to the sheet showing the expenses of each of the Commissions, the Association Office, etc., you will see that the happy result of an excess of income over expenditures resulted in good part from the fact that we did not have people in all of the positions for which we had a budget and that, therefore, the salary and wage expenditures, fringe benefit expenditures, etc. were less in 1982-83 than they had been in the preceding year. Income from investment of our cash balances produced $142,000 during the course of the year – in good part as a result of the investment in some rather high-yield short-term securities – rates which we will not be able to enjoy during the current year unless something happens to the interest rate situation again in the immediate future. And that has a bearing on our need for a dues increase.

Looking next at the balance sheet, near the bottom of the page you will see that we ended the year with fund balances of $624,759; $400,000 of which is in our contingency reserve and $165,000 in the income stabilization fund.

As your Treasurer, I am not entirely comfortable that our reserve funds are at that level. With a budget of four or five times the amount of the contingency reserve, we would be in much better condition if we could, over the course of several years, build that reserve up so that it would be not at the level of $400,000, but rather $500,000 or $600,000; and that, too, speaks to our need for a dues increase.

I should report also that as of the end of November the accounts for the current year are in order and we are on budget, on target.

Are there any questions about any of these financial statements before we talk about the dues increase? (None) Then let me direct you to pages which

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John F. Zeller, III is Vice President of Business and Fiscal Affairs at Bucknell University in Lewisburg, Pennsylvania. He was first elected Treasurer of the Association in December, 1979.

carry the information about dues increases for our members who are participants in the Assembly of Elementary Schools or in the Commission on Secondary Schools.

Let me note immediately that there is no proposal here for increases for the Commission on Higher Education because of the formula adopted three years ago which included an automatic dues increase. Their formula is based on a small percentage of the educational and general budgets of each of the member institutions. With inflation, as each of those budgets goes up each year the dues income automatically goes up. That formula has been quite successful and has produced sufficient income to more than cover operating expenses. It can be anticipated that the formula will continue to work in that way in the future and, therefore, no change in the dues formula for the Commission on Higher Education is necessary at this time.

Unfortunately, the dues schedules for the Commission on Secondary Schools and for the Assembly do not work in the same way. Instead of being based on budget appropriations they are based on enrollment, and with enrollments falling in the elementary schools and in the secondary schools, is something of a concern. In order to keep to the principle, to the extent that we can, that each tub should stand on its own bottom, dues increases are appropriate for the Commission on Secondary Schools and for the Assembly.

These dues increases have been reviewed with, and indeed prepared in each case by, the Assembly or by the Commission, reviewed with the Finance Committee of the Association and with the Board of Trustees of the Association, and are submitted with the recommendation of those bodies for your adoption today.

I hope you will recall that it is the practice of the Association to establish dues schedules on a three-year cycle. At least that has been our history in the past and we hope it will hold in the future. This year is the third year of the last dues cycle. We hope that the next dues cycle may go three years as well, but if it doesn't produce enough income to balance the budget and increase our funds a bit, then we will have to come back to you more often, although that is not the immediate plan.

Within a three-year dues cycle it is intended that in the first year there will be a surplus, in the second year we will break even, and in the third year there will be a small deficit which will eat up some of the surplus; and then we start over again.

The current year is the third year. We will end this three-year cycle with a small addition to our reserves, but without sufficient reserves to carry on in the future without starting a new dues cycle next year.

Are there any questions about these proposed dues increases? (None)

Mr. Chairman, I move the approval of the dues increases for the Assembly of Elementary Schools and the Secondary Schools.

PRESIDENT BRADSHAW: Thank you, Mr. Zeller.

Is there a second to that motion?

I see a second by John Dunlap.

Is there further discussion on the matter of the dues increases? We are open for discussion or clarification. I would ask that you move to the microphone and identify yourself for the benefit of our Reporter.

MEMBER: Perhaps it was explained, but I didn't see it in the bulletin. What type of average percent increase is that? Secondly, does that increase reflect an increase in membership or a decrease?

PRESIDENT BRADSHAW: Thank you, sir.

I will attempt to respond in the interest of saving time, and if I don't do an adequate job I will turn to the experts here at my left.

First of all, it does state in the bulletin that for the Elementary Assembly the dues increase is a 25% increase. The revenues of the Elementary Assembly have failed to meet target. It has become clear there needs to be an increase in revenues even though the membership of the Assembly has been increasing at a comfortably rapid pace, as will be testified to, I am sure, by Dr. Olson and Dr. Stoops later on. But there is a 25% dues increase and it is my understanding that in the secondary schools the dues increase is in the range of 10%.

The increases in that area represent a fairly stable and slowly increasing membership. The need for additional revenue is because of the expenses rising within the Association, just as they do in your institutions for salaries, rental, heat, light, etc.

Any further questions? (None)

I know you have voting cards, but if we have a clear consensus we do not need to go to them. Would all those in favor of the motion to adopt the dues proposals as presented by the Treasurer please signify by saying "aye." (There was a response of "ayes.")

All opposed? (No response)

That motion is carried.

Before moving on to our next speaker I would like to acknowledge the services of John Zeller. He has been the Treasurer for the past four years. He has been annually elected to a one-year term. Our By-Laws state that four years is the limit of service; otherwise we would be very content to have John keep his job *ad infinitum*. I am not sure he would agree with that thought, but he certainly has been a source of strength and confidence. He is very knowledgeable about the financial affairs of the Association and has served us faithfully and well. I wish him well as he returns to devote his full attention to his duties at Bucknell.

Thank you very much, John, for your services. (Applause)

THE PROPOSED DUES SCHEDULE FOR ELEMENTARY SCHOOLS

The proposed dues schedule for the elementary schools for 1984-1985 represents a twenty-five per cent increase over the 1983-1984 schedule and continues the practice of reducing the base amount for schools that enroll as part of a group.

Individual Schools

School Enrollment	Dues
0 - 49	106
50 - 149	137
150 - 249	175
250 - 349	187
350 - 449	206
450 - 549	225
550 - 649	237
650 - 749	250
750 - 849	268
850 and up	287

District or Group Adjustment

Number of Schools	Adjustment
2 - 10	Less 10%
11 - 30	20%
31 - 50	30%
Above 50	40%

THE PROPOSED DUES SCHEDULE FOR SECONDARY SCHOOLS

The Commission on Secondary Schools proposes the following dues schedule which identifies three divisions in student enrollment in an attempt to appropriately distribute the dues assessment among all secondary school members.

School Enrollment	Dues
0 - 499	350
500 - 1,399	450
1,400 or over	550

AUDITOR'S REPORT

Board of Trustees
Middle States Association:

We have examined the balance sheets of Middle States Association of Colleges and Schools as of June 30, 1983 and 1982 and the related statements of revenues, expenses and changes in fund balances and changes in financial position for the years then ended. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the financial position of Middle States Association of Colleges and Schools at June 30, 1983 and 1982 and the results of its operations, the changes in its fund balances and changes in financial position for the year then ended, in conformity with generally accepted accounting principles applied on a consistent basis.

Our examinations were made for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplementary information included in Schedules 1 through 3 is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the examinations of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

PEAT, MARWICK, MITCHELL & CO.
Philadelphia, Pennsylvania
August 2, 1983

MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS

BALANCE SHEETS

June 30, 1983 and 1982

ASSETS:	**1983**	**1982**
UNRESTRICTED ASSETS:		
Cash	$ 4,299	$ 1,709
Short-term investments	1,122,810	858,972
Interest and fees receivable	17,616	48,863
Reimbursables receivable	58,539	153,893
Prepaid expenses	744	5,630
Other	2,966	3,851
	1,206,974	1,072,918
RESTRICTED CASH (Note 2)	–	1,617
PROPERTY AND EQUIPMENT, at cost:		
Leasehold improvements	41,680	25,824
Furniture and equipment	93,054	85,742
	134,734	111,566
Less accumulated amortization and depreciation	74,538	53,646
	60,196	57,920
Total assets	$1,267,170	$1,132,455
LIABILITIES AND FUND BALANCES		
UNRESTRICTED LIABILITIES:		
Accrued expenses	$ 33,144	68,150
Annuities withheld	4,325	5,166
Deferred membership dues	509,591	495,007
Accrued vacation (note 5)	95,351	96,676
FUND BALANCE:		
Unrestricted (Note 5):		
Appropriated for:		
Contingency reserve	400,000	400,000
Income stabilization	164,563	7,919
Property and equipment	60,196	57,920
	624,759	465,839
Restricted (Note 2)	–	1,617
Total liabilities and fund balance	$1,267,170	$1,132,455

See accompanying notes to financial statements.

SCHEDULE OF UNRESTRICTED

Years ended June 30,

Functional Expenses	Total Functional Expenses 1983	Total Functional Expenses 1982	Commission on Secondary Schools 1983	Commission on Secondary Schools 1982
Salaries and annuities	$ 717,825	$ 798,209	$ 275,711	315,116
Employees benefits	83,771	117,456	31,798	50,000
Part-time support staff	23,936	18,094	7,346	3,051
Honoraria and contracted services	13,545	24,649	7,820	6,660
Staff associates	12,900	21,225	–	–
Report readers	3,475	1,550	–	–
Office expenses	52,675	57,067	13,211	12,436
Plaques	1,541	3,042	1,541	3,042
Office equipment	1,498	369	834	–
Postage	23,166	27,188	6,939	8,329
Printing and publications	30,657	45,732	3,589	10,484
Telephone	26,519	25,341	8,940	8,104
Subscriptions and publications	1,886	1,509	372	614
Membership dues	31,165	36,484	120	273
Rent	101,770	92,496	–	–
Equipment maintenance	2,903	2,063	–	–
Housekeeping	3,490	2,154	–	–
Experience refund benefits	(1,796)	(3,363)	–	–
Data processing	6,733	5,389	–	–
Office sponsored meetings	138,037	122,865	34,867	40,911
Travel	55,667	61,221	22,539	20,061
Special evaluation project (overseas)	12,738	18,626	–	–
Insurance	8,888	10,364	–	–
Legal	58,102	37,543	–	–
Audit	5,000	4,850	–	–
Depreciation	20,893	13,156	2,072	1,338
Contingency	14,605	–	674	–
	1,451,589	1,545,279	418,373	480,419
Central Office Services (1)	–	–	77,494	67,695
	$1,451,589	$1,545,279	$ 495,867	$ 548,114

(1) Central Office Services are allocated to Commissions, Assembly and Association in the relation that their expenses bear to the total expense, exclusive of Central Office Services.

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EXPENSES BY FUNCTION

1983 and 1982

Commission on Higher Education		Assembly of Elementary Schools		Association Office		Central Office Services	
1983	1982	1983	1982	1983	1982	1983	1982
$ 258,226	$ 240,112	$ 76,552	$ 76,593	$ 93,926	$ 150,941	$ 13,410	$ 15,447
29,607	36,885	7,829	10,995	11,286	17,307	3,251	2,269
5,146	4,719	–	288	1,776	3,118	9,668	9,528
2,000	4,025	3,725	11,354	–	–	–	–
12,900	21,225	–	–	–	–	–	–
3,475	1,550	–	–	–	–	–	–
20,963	18,406	4,837	8,980	12,292	12,131	1,372	5,114
–	–	–	–	–	–	–	–
147	369	–	–	517	–	–	–
8,328	8,965	2,758	4,983	5,141	4,911	–	–
3,674	7,439	3,013	5,473	20,381	22,336	–	–
9,953	10,610	4,597	4,033	3,029	2,594	–	–
1,514	870	–	–	–	25	–	–
29,810	34,798	100	100	1,135	1,313	–	–
–	–	–	–	–	–	101,770	92,496
–	–	–	–	–	–	2,903	2,063
–	–	–	–	–	–	3,490	2,154
–	–	–	–	–	–	(1,796)	(3,363)
–	–	–	–	–	–	6,733	5,389
81,428	59,667	5,804	6,102	15,938	16,185	–	–
24,758	34,003	7,337	4,776	1,033	2,381	–	–
12,738	18,626	–	–	–	–	–	–
–	–	–	–	–	–	8,888	10,364
–	–	–	–	–	–	58,102	37,543
–	–	–	–	–	–	5,000	4,850
2,528	3,079	1,024	674	1,962	1,069	13,307	6,996
–	–	–	–	13,931	–	–	–
507,195	505,348	117,576	134,351	182,347	234,311	226,098	190,850
92,814	71,208	21,689	18,931	34,101	33,016	(226,098)	(190,850)
$ 600,009	$ 576,556	$ 139,265	$ 153,282	$ 216,448	$ 267,327	$ –	$ –

STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN FUND BALANCES

Years ended June 30, 1983 and 1982

	1983	1982
Unrestricted:		
Revenues:		
Dues	$1,419,970	$1,366,798
Fees	38,782	38,464
Publications	10,000	12,283
Interest income	141,720	146,243
Seminars and other income	240	7,072
Total revenues	1,610,712	1,570,860
Honoraria and travel cost (reimbursed)	276,796	229,002
	1,887,508	1,799,862
Expenses:		
Functional expenditures:		
Commission on secondary schools	495,867	548,114
Commission on higher education	600,009	576,556
Assembly of elementary schools	139,265	153,282
Association office	216,448	267,327
Total functional expenditures	1,451,589	1,545,279
Honoraria and travel cost (reimbursed)	276,796	229,002
	1,728,385	1,774,281
Excess of revenues over expenses	159,123	25,581
Transfer to restricted funds	(203)	–
Fund balance, July 1, 1982 (note 5)	465,839	440,258
Fund balance, June 30, 1983	$ 624,759	$ 465,839
Restricted (note 2):		
Revenues:		
Grants	$ 15,360	$ 13,371
Expenses	17,180	17,960
Excess of expenses over revenues	(1,820)	(4,589)
Transfer from unrestricted funds	203	–
Fund balance, July 1, 1982	1,617	6,206
Fund balance, June 30, 1983	$ –	$ 1,617

See accompanying notes to financial statements.

NOTES TO FINANCIAL STATEMENTS

June 30, 1983 and 1982

Note 1. Summary of Accounting Policies

The accompanying financial statements are prepared on the accrual basis of accounting.

Property and equipment are recorded at cost and depreciated on the straight-line method over the estimated useful lives of the assets, which are ten years or the remaining life of the lease for leasehold improvements and eight years for furniture and equipment.

The membership year corresponds to the Association's fiscal year. Dues received in advance are deferred and recorded as revenue during the subsequent membership year.

The Association is exempt from Federal income taxes under Section 501(c) (3) of the Internal Revenue Code.

Note 2. Restricted Balances

The Association has received restricted grants from the National Study of School Evaluation and the U.S. State Department (Overseas). These grants require the Association to manage and account for the funds separately and return all funds not expended at the completion of the projects.

Note 3. Leases

The Association leases its office facilities in Philadelphia under an agreement expiring in December 1986 which provides for a minimum annual rental of approximately $54,000. In addition, a proportional share of building operating costs is assessed annually. Rent expense for the years ended June 30, 1983 and 1982 were $97,418 and $92,496, respectively, and are included in functional expenses.

Note 4. Retirement Plan

The Association participates in the TIAA-CREF Educational Retirement Plan which is a contributory plan covering all employees. Professional and administrative personnel can participate in the plan immediately, whereas secretarial and clerical personnel, at their option, can participate in the plan after continuous employment for one year, or two years if under 25 years of age. Under the plan, all personnel vest immediately in all benefits purchased; the Association contributes an amount equal to 10% of the employee's base salary and the employee may contribute from 5% to the limit set by the Internal Revenue Service, based upon a longevity formula.

Contributions charged to operations for the fiscal years ended June 30, 1983 and 1982 are $67,871 and $70,020, respectively.

Note 5. Unrestricted Fund

The Board of Trustees has authorized the appropriation from the unrestricted fund as follows.

Contingency reserve—a balance of $400,000.

Property and equipment—an amount equal to the net book value of property and equipment.

Income stabilization—the remainder of the balance of the unrestricted fund not used for the contingency reserve.

Report of the Assembly of Elementary Schools

JERRY C. OLSON

This past year the work of the Elementary Assembly has been to reevaluate, and redefine our mission, having been involved in the process of elementary accreditation for five years. We took a look both at elementary accreditation and at the accreditation process of those schools that wanted to be evaluated, K through 12.

We determined to continue to unite our efforts with those of the Commission on Secondary Schools in developing an effective K through 12 evaluation and accreditation capability for the Middle States Association.

A second outcome of this examination was that we increased our staff with the addition of a part-time Associate Director, Sister Mary Basile, to continue the day to day activities and management of the office along with our Executive Director.

Also during this past year we approved operational guidelines for the Assembly of Elementary Schools and established a governing board. These were approved by the Assembly in Spring 1983 and approved by the MSA Board of Trustees in October, 1983. The Governing Board provides for 14 members to oversee the Assembly—nine professional, two public, and three *ex-officio* members. We hope to have geographical distribution that represents our constituency.

The Board of Trustees has approved a five-year development plan which will increase the number of member and candidate schools from our present 650 to 1,125 over the next five years, with full self-financing of elementary school accreditation within that five-year period.

We think this reexamination, building on a very firm and solid base, will direct us in the next five years. This clearly indicates that the job for the Assembly is no longer to prove; the job that lies ahead of us now is to improve.

Jerry C. Olson is Director of Vocational Education, Pennsylvania Department of Education, Harrisburg, Pennsylvania. He is the Chair of the Governing Board of the Assembly of Elementary Schools and he has served as a member of the Board of Trustees of the Association since 1979.

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Summary of Action by the Assembly of Elementary Schools

JOHN A. STOOPS

Dr. Olson, Mr. President: The Assembly is a developing organization and I would like to report along those lines, continuing the theme that Dr. Olson has presented.

At the present time the Assembly has 650 accredited and candidate schools. Of that number 324 are accredited, and when all of the activities of this year are taken into account it is clear that the number of accredited schools will approach 400 by the end of this year; and we will have more than 300 schools in candidacy.

I pause to point to a milestone in our development. For the first time in the history of this enterprise we have in our membership more accredited schools than candidate schools; and I think all of you understand how much this contributes to the management activities of the Assembly. We have a better financial base for our activities, and we have a growing number of members to help us with our work.

It was in 1976 that Middle States began to invest in elementary school accreditation. The first three years were pilot years, and in 1979 accreditation of elementary schools began. During those first three years the activity was very intense and the interest of the schools very high. During the three years that followed, the activity and interest continued, but not to the same degree, and the flow in, as we monitored it, turned out to be about 75 new schools in a year. It is worth pointing out that during this period we were closing many elementary schools. Enrollment was declining and the American economy was in dark recession.

I am pleased to note that so far this year the inflow of schools to candidacy has been on the average of 12 a month, so we are returning to the levels of interest that marked the initial response from the field to elementary school accreditation.

The five-year plan projects that elementary accreditation will be self-financing within five years. We have 650 schools now and are approaching 700. Recognizing that there are 10,000 accreditable elementary schools in the jurisdiction we serve, we are 7% into that universe. Think what in the fullness of time this investment could mean to the continuing financial stability of the Association.

Think also of the two matters that continue to be of overriding interest to me: (1) that we are bringing together the two halves of our profession, (the first eight years and last eight years) into a single organization and the first

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John A. Stoops is the Executive Director of the Assembly of Elementary Schools.

twelve years of American schooling can be accredited by a single unified effort of the Middle States Association.

I am also pleased to report that five of the six regional associations now offer elementary school accreditation. It appears that the elementary school accreditation movement is here to stay and the Middle States Association is among its leaders.

On the academic side we have two activities under way in addition to the K-12 activity that Dr. Olson remarked about. We are cooperating with The College Board in the development of competency-based evaluative criteria. The Assembly is doing this in the hope that competency based evaluation can soon present itself as another option in the ways schools can study themselves.

We are also very intensely engaged in refining the process of strategic planning for elementary schools. Strategic planning is the third and final step of the elementary school accreditation protocol. Our newest publication on strategic planning will be available in the spring.

NEWLY ACCREDITED SCHOOLS

Maryland

Boys' Latin School, Baltimore
John Nevins Andrews School, Takoma Park
Sacred Heart School, Glyndon
St. Charles Borromeo School, Pikesville
St. Elizabeth School, Rockville
St. John School, Westminster
St. Mary of the Mills School, Laurel
St. Philip School, Linthicum
St. William of York School, Baltimore

New Jersey

Bergen School, Jersey City
Berkley School, Westwood
Brookside School, Westwood
Jessie F. George School, Westwood
Ketler School, Westwood
Ranney School, Tinton Falls
River Plaza School, Red Bank
Washington School, Westwood

New York

Barnard School, New York City
Marymount School, New York City

Pennsylvania

Asa Packer School, Bethlehem
Bear Creek School, Wilkes Barre
Buchanan School, Bethlehem

Calypso School, Bethlehem
Calvin School, Wilkes Barre
Clearview School, Bethlehem
Conewago Township School, Conewago
Cotton School, Wilkes Barre
Daniel Flood School, Wilkes Barre
Delaware Elementary School, Palmerton
Dodson School, Wilkes Barre
Donegan School, Bethlehem
Dr. Kistler School, Wilkes Barre
Farmersville School, Bethlehem
Fort Washington School, Upper Dublin
Fountain Hill School, Bethlehem
Franklin Elementary School, Palmerton
Freemansburg School, Bethlehem
Governor Wolf School, Bethlehem
Hanover School, Bethlehem
Hazard Elementary School, Palmerton
Heights-Murray School, Wilkes Barre
Immaculate Heart of Mary, Philadelphia
Jarrettown Elementary School, Upper Dublin
Lehigh Christian Academy
Lincoln School, Bethlehem
Macklin School, Wilkes Barre
Marvine School, Bethlehem
Miller School, Bethlehem
Moffett School, Wilkes Barre
New Oxford School, New Oxford
Our Lady of Calvary School, Philadelphia
Our Lady of Charity School, Brookhaven
Our Lady of Mount Carmel School, Doylestown
Our Lady of the Rosary School, Philadelphia
Rosemont School, Bethlehem
St. Boniface School, Philadelphia
St. Bridget School, Philadelphia
St. David School, Willow Grove
St. Denis School, Havertown
St. Edward School, Philadelphia
St. Francis Cabrini School, Fairless Hills
St. Gabriel School, Hazelton
St. John Cantius, Philadelphia
St. Joseph School, Sharon
St. Katherine School, Wayne
St. Mary of the Assumption School, Philadelphia
St. Monica School, Berwyn
St. Patrick School, Malvern

St. Philip and James School, Exton
St. Pius X School, Broomall
St. Stanislaus School, Lansdale
Spring Garden School, Bethlehem
Thomas Fitzwater School, Upper Dublin
Thomas Jefferson School, Bethlehem

Overseas

American School of Madrid, Madrid, Spain
Antilles School, St. Thomas, V.I.
International School of Kenya
Jumairah American School, Dubai, U.A.E.
Marymount School, Rome, Italy
St. John International School, Waterloo, Belgium

NEWLY CERTIFIED SCHOOLS

Maryland

Archbishop Neale School, La Plata
Landon Lower School, Bethesda
St. Elizabeth School, Baltimore
St. Peter School, Olney

New Jersey

Rutgers Preparatory School, Somerset

New York

Lafayette School, Waterloo
Skoi Yase School, Waterloo
Ticonderoga Central School, Ticonderoga

Pennsylvania

Akron School, Akron
Ascension of Our Lord School, Philadelphia
Bergstrasse School, Ephrata
Clay School, Ephrata
Fulton School, Ephrata
Highland School, Ephrata
Lincoln School, Ephrata
Seton School, Erie
St. Adalbert School, Philadelphia
St. Carthage School, Philadelphia
St. Cosmas and Damien School, Punxsutawney
St. Francis of Assisi School, Springfield
St. Kevin School, Springfield
Washington School, Ephrata

Washington

Kendall Demonstration School, Washington
St. Paul and Augustine, Washington

Overseas

American Community School, Abu Dhabi, U.A.E.
American International School, Dacca, Bangladesh
Damascus School, Damascus, Syria
Shutz American School, Alexandria, Egypt

Report of the Commission on Secondary Schools

CLAY E. GIVLER

President Bradshaw, members and guests of the Middle States Association: It is my pleasure as Chairman of the Commission on Secondary Schools to briefly report on the Commission's activities for the year of 1983. This year the Commission has approved two additional instruments for self-study. They are the *NSSE K through 12 School Criteria* and the *Criteria for Christian Secondary Schools.* You may remember just a few short years ago the Commission on Secondary Schools had only one instrument that was used for evaluation. It was the NSSE Criteria, which we called the Fourth Edition. With the addition of these two new criteria this year, members now have eight options for their self-studies.

I think this is a move in the right direction and a move which will permit the Commission membership to exercise options that are pleasing to them and are beneficial to their educational institutions.

Secondly, I would like to report the Commission had a committee under the leadership of Dr. Marie Parnell that looked at our Commission to find ways in which we could improve our structure and our operation. After the committee's report, the Commission approved the following things:

The Commission will reduce its membership by one as soon as it is possible through persons going off the Commission. It is our hope and our commitment as we add members to the Commission, to add a person who is from one of our K through 12 accredited schools.

In addition, the Commission has agreed to continue working with the Assembly of Elementary Schools to change the dues structure on K through 12 schools as soon as possible, so that we have a jointly-agreed-to dues structure for these schools.

We would like very much to move towards having a single accreditation decision for the K through 12 schools. At the present time there are two decisions made when a K through 12 school is accredited, one by the Commission on Secondary Schools and one by the Assembly of Elementary Schools.

This next item sounds so simple I don't know why it wasn't done before. Our Commission meetings over the years have been held after the Board of Trustees meeting date, which has made it rather awkward for them to act on our business and activities. Therefore, as soon as it is possible we will change our meeting dates so that they do precede the meeting dates of the Board of Trustees. That will take approximately a year to do because of our early commitments for sites of our Commission meetings, but we are going to move in that direction.

Clay E. Givler is Principal, York County Vocational-Technical School, York, Pennsylvania. He has been a member of the Association's Commission on Secondary Schools for eight years and its chair for one year.

The last item that I would like to report to you about is the filling of the position of Executive Director for the Commission on Secondary Schools. We conducted a nationwide search and had 86 applications for the position. Through a series of meetings we reduced the number to 13, and then from 13 to 5. We interviewed five excellent candidates, any one of whom could have served as Executive Director of our Commission.

At the end of the interviews the Search Committee met and made a decision. I am pleased to announce for the first time our appointment was approved this morning at an Executive Committee meeting of the Board of Trustees; and I would like to present to you our new Executive Director of the Commission on Secondary Schools: Dr. Frederick Aho. (Applause)

Summary of the Action of the Commission on Secondary Schools January-December 1983

FREDERICK AHO

President Bradshaw, ladies and gentlemen: It is a tradition of the Commission on Secondary Schools to publicly recognize those schools which came into initial MSA membership during the year that has passed since the last annual meeting. It is my pleasure to read the names of these schools to you.

American School in Aberdeen, Scotland, United Kingdom
Antilles School, Inc., St. Thomas, Virgin Islands
The Bergen School, Jersey City, New Jersey
Centereach High School, Centereach, New York
Earl L. Vandermeulen High School, Port Jefferson, New York
Ephrata Junior High School, Ephrata, Pennsylvania
Hanover Area Junior/Senior High School, Wilkes-Barre, Pennsylvania
The Knox School, St. James, New York
Mary Louis Academy, Jamaica Estates, New York
Marymount International School, Rome, Italy
Meadville Junior High School, Meadville, Pennsylvania
New Oxford Junior High School, New Oxford, Pennsylvania
Performing Arts School of the Philadelphia College of Performing Arts, Philadelphia, Pennsylvania
Redstone Middle School, Republic, Pennsylvania
St. John Vianney Regional High School, Holmdel, New Jersey
St. Mary's Girls High School, Manhasset, New York
Schutz American School, Alexandria, Egypt
Scotia Glenville Junior High School, Scotia, New York
Secaucus High School, Secaucus, New Jersey
Shamokin Area High School, Shamokin, Pennsylvania
Ticonderoga High School, Ticonderoga, New York
Ticonderoga Middle School, Ticonderoga, New York
Waterloo Junior High School, Waterloo, New York
Wilkes-Barre Township Junior High School, Wilkes-Barre, Pennsylvania
William Nottingham High School, Syracuse, New York

We are very proud of the fact that the list encompasses 25 schools. We, of course, lose a few schools during the year for various reasons, but I am proud to report to you that the continued growth in the secondary schools sector averages out to approximately five to six schools per year. The Secondary School Commission membership is still growing in size.

Frederick Aho is Executive Director of the Commission on Secondary Schools.

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The Commission on Secondary Schools also has a policy whereby new schools which came into being through division from one or more existing member schools are granted membership after appropriate application and on-site visitation. Three secondary schools came into membership with the Middle States Association during this year through the Commission's Divided School Policy, and they are:

Brick Township Memorial High School, Brick, New Jersey
Forestville High School, Forestville, Maryland
Hamilton High School North, Trenton, New Jersey.

Mr. President, colleagues, and friends in the Middle States Association: The principal item I would like to bring to your attention here is the multiple efforts during the past year to get in close touch with our constituencies by having a series of regional meetings within our Middle States area. Meetings of institutional Presidents have been held at Princeton, New Jersey, Albany, New York, Harrisburg, Pennsylvania, Baltimore, Maryland and San Juan, Puerto Rico. In those sessions we were undertaking both to communicate some perceptions and questions from the Commission and to elicit points of view and concerns of our institutions, through their Presidents.

A series of common concerns emerged from these discussions. One related to appropriate relationships between the Commission on Higher Education and various state agencies. After a considerable amount of discussion of a draft position paper on this issue, it was at our meeting a couple of days ago adopted in its refined form as a policy statement.

A much less conclusive discussion considered a potential additional status of accreditation falling between unconditional affirmation of accreditation and the issuance of a "show cause" order enquiring why accreditation should not be withdrawn. A feeling has surfaced that the credibility of accreditation may depend upon commissions being more open about certain conditions and expectations fully shared with affected institutions but not customarily made public. However, it was very clear from our discussions that any term such as "probation" has such pejorative connotations that a so-designated conditional accreditation status is not at present acceptable in the Middle States region. We have more thinking and consulting to accomplish before moving further in that direction, if it still seems wise to take such steps.

Further, related to credibility of regional accreditation, we must acknowledge anxieties abroad in the society about whether our institutions are indeed taking in one another's washing and rapping with too light a hand those perhaps deserving stronger sanctions. In regional meetings and in Commission deliberations there has been serious discussions about where rigorous, responsible, reliable, voluntary monitoring of program quality and institutional integrity leaves off, and at least in perception or suspicion, conspiracy in restraint of trade takes up.

Bruce Dearing is University Professor of Humanities in Medicine at the Upstate Medical Center of the State University of New York in Syracuse. He has been a member of the Association's Commission on Higher Education since 1977 and has served as its Chair for the past three years.

These will be continuing problems for interpretation, education, and negotiation to assure that CHE neither out of fear of litigation shrinks from taking appropriately decisive actions, nor out of indignation, takes actions or projects impressions that needlessly invite action in courts of law.

I can report again that the immense workload that is carried each year by a small, efficient hard-working staff has once more been splendidly performed.

Remarks of the Executive Director of the Commission on Higher Education

ROBERT KIRKWOOD

President Bradshaw and colleagues: I always enjoy the opportunity to meet with the membership at these meetings. It is always a stimulating occasion for me.

With respect to the Council on Postsecondary Accreditation – COPA as we call it – there are two developments which I think may be of considerable significance. One is Project ALLTEL. This seems to be the age of acronyms and they get worse as time goes on. Project ALLTEL has to do with Long Distance Telecommunications Learning. Over the past year we have been working with the State Higher Education Executive Officers to develop guidelines for controlling the quality and integrity of educational programs carried by television or telephone or other forms of telecommunication.

This is a very complex area, but one which I think the guidelines that are being developed will help us to deal with in anticipation of some of the problems rather than, as so often has been the case in the past, responding after the problems have arisen.

The other COPA project is an equally and, in some ways, even more interesting and important one, and that is a project in cooperation with the National Center for Higher Education Management Systems (for which we have received a Ford Foundation grant) to develop a common data base to be used by all institutions for all accrediting bodies.

If that sounds like a millenial development, it is. If we can somehow bring about a common data base which you can plug into your computers or your data center, whatever it may be, and respond regardless of the agency with a single response, I am sure many of you would welcome that; and certainly we in accreditation would welcome it, too.

The project is now under way. I am happy to say that Dr. Eileen Kuhns, a member of the Commission and a member of the faculty at Catholic University of America, is directing the project. We have high hopes for it, and you will undoubtedly be hearing more about it. Indeed you may be asked to cooperate by responding to some questionnaires and surveys. I hope you will respond because I believe this could be an extremely important advance in the whole area of data gathering.

I do want to comment briefly on the quality of the self-studies that have been coming in from institutions. The quality has risen steadily over the past several years, in part because I think the staff has done an increasingly effective job in helping institutions to plan their self-studies, but also because I think the work of Herb Kells and the self-study workshops at Rutgers have begun to have a significant impact.

Robert Kirkwood is Executive Director of the Commission on Higher Education.

I am happy to say that Herb's book on self-study processes, the first edition of which was published by the American Council on Education, has now come out in a second edition published by the Macmillan Corporation in cooperation with the American Council on Education. It is without question the finest book of its kind, and those of you who are not familiar with Herb Kells's book I urge to get hold of a copy.

One of the real privileges I've had this year has occurred over the past couple of weeks when we have hosted a group of visitors from Taiwan. Several of us had the privilege of visiting Taiwan earlier in the year in order to share with them some of our experiences in institutional self-study and evaluation. The Ministry of Education in Taiwan is developing its own evaluation program and somehow learned that Middle States might have something to contribute, and it was a very interesting experience.

During the past two weeks we have had six visitors from Taiwan. Four of them participated in the self-study workshop at Rutgers. All of them had opportunities to go out with evaluation teams. They had an opportunity to look at the whole process and I think learned a great deal in doing so. It has been especially refreshing to have their enthusiasm and interest, and it has been a stimulating experience for me.

Finally, perhaps one of the most significant developments of the year is one which occurred just yesterday. Many of you are aware that over the course of the past year or more our Commission relations with the Department of Higher Education and with the Chancellor of Higher Education in New Jersey have been somewhat strained, in fact at times rather tense. However, during the past several months there have been a number of discussions and yesterday Chancellor Ted Hollander met with the Commission on Higher Education, and I think it was an epochal event in some ways. With graciousness and statesmanship Chancellor Hollander accepted a considerable change in some of the positions he has been holding over the past year, and as a result I think our working relationship with New Jersey will now be greatly enhanced, greatly strengthened, and I think the interests of higher education in New Jersey will be well served by what has been accomplished.

Let me now congratulate Fred Aho on his appointment and pledge to him the fullest cooperation of the staff of the Commission on Higher Education. (Applause)

Summary of Action by the Commission on Higher Education January-December, 1983

NEWLY ACCREDITED INSTITUTIONS

- American Academy of Dramatic Arts, New York, NY
- Berkeley School – Garret Mountain Campus, Little Falls, NJ
- Defense Intelligence College, Washington, D.C.
- Pennsylvania Institute of Technology, Media, PA

REAFFIRMED OR AFFIRMED VIA EVALUATION

- Albright College, Reading, PA
- American College, Bryn Mawr, PA
- Ana G. Mendez Educational Foundation:
  - Puerto Rico Junior College, Rio Piedras, PR
- Antillian College, Mayaguez, PR
- Bank Street College of Education, New York, NY
- Bloomfield College, Bloomfield, NJ
- Boricua College, New York, NY
- Catholic University of Puerto Rico, Ponce
- Cedar Crest College, Allentown, PA
- Central Pennsylvania Business School, Summerdale, PA
- Christ the King Seminary, East Aurora, NY
- College of New Rochelle, New Rochelle, NY
- Delaware Technical & Community College:
  - Terry Campus, Dover, DE
  - Wilmington/Stanton Campus, Newark/Wilmington, DE
- Delaware Valley College of Science & Agriculture, Doylestown, PA
- Edinboro State College, Edinboro, PA
- Essex County College, Newark, NJ (Affirmed)
- Gwynedd-Mercy College, Gwynedd Valley, PA
- Hahnemann University, Philadelphia, PA
- Inter American University of Puerto Rico (All Units)
- Juniata College, Huntingdon, PA
- Keystone Junior College, La Plume, PA
- Lebanon Valley College, Annville, PA
- Medaille College, Buffalo, NY
- Messiah College, Grantham, PA
- Orange County Community College, Middletown, NY
- Peabody Institute of Johns Hopkins University, Baltimore, MD
- Philadelphia College of Pharmacy & Science, Philadelphia, PA
- Pittsburgh Theological Seminary, Pittsburgh, PA
- Reading Area Community College, Reading, PA
- Robert Morris College, Coraopolis, PA
- St. Joseph's Seminary, Yonkers, NY
- St. Peter's College, Jersey City, NJ

- School of Visual Arts, New York, NY
- State University of New York:
  - Center at Buffalo, NY
  - College of Technology, Utica, NY
  - College of Arts & Science, Oneonta, NY
- Union County College, Cranford, NJ
- University of Puerto Rico:
  - Bayamon Technological University College, Bayamon (Affirmed)
  - Carolina Regional College, Carolina
- Western Maryland College, Westminster, MD
- Westmoreland County Community College, Youngswood, PA
- Wilmington College, New Castle, DE

REAFFIRMED VIA THE PERIODIC REVIEW REPORT

- American College in Paris, France
- Bryn Mawr College, Bryn Mawr, PA
- Burlington County College, Pemberton, NJ
- Camden County College, Blackwood, NJ
- Chatham College, Pittsburgh, PA
- City University of New York:
  - Bronx Community College, Bronx, NY
  - Herbert H. Lehman College, Bronx, NY
- Clarkson College of Technology, Potsdam, NY
- Colgate University, Hamilton, NY
- County College of Morris, Randolph, NJ
- Delaware Technical & Community College:
  - Southern Campus, Georgetown, DE
- Duquesne University, Pittsburgh, PA
- Franklin College, Lugano, Switzerland
- Franklin & Marshall College, Lancaster, PA
- Goucher College, Towson, MD
- Herkimer County Community College, Herkimer, NY
- Kutztown University of Pennsylvania, Kutztown, PA
- Lafayette College, Easton, PA
- Maryland Institute College of Art, Baltimore, MD
- Montgomery College, Maryland:
  - Rockville Campus
  - Takoma Park Campus
- Moravian College & Seminary, Bethlehem, PA
- Mount St. Mary's College, Newburgh, NY
- Neumann College, Aston, PA
- Niagara County Community College, Sanborn, NY
- Niagara University, Niagara University, NY
- Panama Canal College, Republic of Panama
- Pace University, New York, NY (All Units)

Rutgers, The State University of New Jersey (All Units)
St. Lawrence University, Canton, NY
St. Vincent College & Seminary, Latrobe, PA
Skidmore College, Saratoga Springs, NY
Stevens Institute of Technology, Hoboken, NJ
Syracuse University, Syracuse, NY
Union Theological Seminary, New York, NY
University of Baltimore, Baltimore, MD
University of Scranton, Scranton, PA
Utica College of Syracuse University, Utica, NY
Villa Maria College, Buffalo, NY
Washington & Jefferson College, Washington, PA
Washington Theological Union, Silver Spring, MD

REMOVED FROM ACCREDITED/MEMBERSHIP STATUS

Beacon College, Washington, D.C.

ACCREDITATION EXTENDED TO INCLUDE OFF-CAMPUS CENTERS

- Columbia Union College, Takoma Park, MD
  - Nursing Program, Kettering, Ohio
- Strayer College, Washington, D.C.
  - Arlington (Virginia) Campus

CANDIDATE FOR ACCREDITATION STATUS GRANTED

Biblical Theological Seminary, Hatfield, PA
New York Chiropractic College, Old Brookville, NY
Philadelphia College of Osteopathic Medicine, Philadelphia, PA
Thaddeus Stevens State School of Technology, Lancaster, PA

Report of the Committee on School and College Relations

JOHN H. MOSER

President Bradshaw, persons on the platform, members and friends of Middle States: At last year's annual meeting I had the privilege of reporting for the School and College Relations Committee. This concludes my second three-year term on this committee, so this is my final report to you.

Our committee size has been reduced to ten members in accordance with the By-Law changes made last year, but we have maintained a good balance among our various constituents: schools, colleges—two-year, four-year, etc.

The Survey of Space Availability was again published and mailed to our membership. This continues to be a very important document in the hands of secondary school guidance counselors and junior college transfer counselors. Over 600 questionnaires were mailed to member colleges and 400 responded to the Middle States office.

The College Board published the *Guide to Secondary School* series, which previously had been published by the Middle States Association until the cost became too great for the Association to bear. These are very important and worthwhile books to assist both college admissions counselors and secondary school counselors. Both a New England edition and a Southern edition are planned for publication in 1984.

The major attention of our committee this year was to plan our possible involvement in a project called The Deans' Project. The Deans' statement, which was issued in late 1982, caused a stir in Pennsylvania. Newspapers carried the statement and educators asked for help in moving the statement from the idea through implementation stages.

The National Endowment for the Humanities expressed interest in funding the implementation of a project which would involve post-secondary and secondary personnel in a common effort to improve secondary education. Meeting a grant deadline of June caused a flurry of activity resulting in the design of a project and a grant application.

The nature of the project, its genesis, goals, implementation strategies, as well as the populations involved, seemed a viable complement to the purposes and interests of the Committee on School and College Relations.

A meeting of a subgroup of our committee confirmed the project as one which the committee should support in some way. Though the project was designed to serve Pennsylvania, a positive outcome could impact on the region and the nation. The role decided upon for the committee, which evolved both from the Middle States mission and the committee's purpose, involved the design and implementation of the evaluation component for the project.

John H. Moser is Director of Admissions at Grove City College in Pennsylvania and Chairperson of the Committee on School and College Relations.

After all of this interest and activity it came as a shock and disappointment when Dean Traina of Franklin and Marshall College was notified on August 15 that the project had been turned down for funding this year. The twelve Deans have not given up, however, and the draft of a new proposal is planned for December, 1983. Our committee continues to be optimistic regarding approval of this project for 1984 by NEH.

May I call to your attention tomorrow morning's meeting in Salon 10 at either 9:00 or 10:45. Dean Traina will be one of four speakers addressing the topic of Leadership and Collaboration: Colleges and Secondary Schools.

On behalf of the Committee on School and College Relations I would like to thank the membership for the opportunity given to us to work together to help smooth the transition between secondary school and college.

Margaret Bol has been nominated to Chair the committee in the coming year, and I am confident she will skillfully head the committee in its deliberations and activities. Thank you very much.

Report of the Nominating Committee

MILTON G. BASSIN

This seems to be a time when everybody is stating that they are leaving the Middle States Association after having served for many years and I too am in that category. I would like to thank the membership for the privilege of serving you. It has been a very stimulating number of years.

One of the strengths of the Middle States Association is that individuals who serve in various capacities – whether they serve on the Commissions or on the Board of Trustees – can only serve for a fixed number of terms. As individuals move from the Commissions and from the Board of Trustees there is new blood which comes in to share their experiences and to work without any remuneration in a very, very professional cause.

The Nominating Committee's slate reflects the requirements of our By-Laws and also the recommendations which have come from the Commissions and elsewhere. I am very pleased to present to the membership for officers of the Association, one-year terms, the following:

As President, Rhoda M. Dorsey. Rhoda Dorsey is President of Goucher College in Towson, Maryland. I won't read the remainder because you have that in your program.

As First Vice President, W. Byron Forbush, II. Byron Forbush is Headmaster of the Friends School in Baltimore.

As Second Vice President, Edward J. Bloustein. Edward J. Bloustein is President of Rutgers, The State University of New Jersey.

As Treasurer, Dennis W. Peachey. Dennis Peachey is Assistant Headmaster for Finance and Development at Blair Academy in New Jersey.

As Immediate Past President, Thomas J. Bradshaw. Tom is Director of Personnel, Edison Township Public Schools, New Jersey.

For membership on the Board of Trustees we have three public members who are being presented for three-year terms:

William H. Brown, III. Mr. Brown is a partner in the law firm of Schnader, Harrison, Segal & Lewis of Philadelphia.

Robert H. McBride. Mr. McBride's business experience encompasses 41 years with the E. I. duPont Company where he was Manager of the Business Analysis Section for the Chemicals and Pigments Department.

Alceste T. Pappas. Ms. Pappas is a Senior Manager in the New York office of Peat, Marwick & Mitchell, and Company.

For three-year terms on the Commission on Higher Education the following incumbents are nominated for additional three-year terms:

Milton G. Bassin is President of York College of the City University of New York. He was a member of the Association's Commission on Higher Education from 1971 to 1980 and served as its chair from 1976 to 1980. He served as First-Vice President of the Association in 1981 and as President in 1982.

Elizabeth Baranger, Dean of Graduate Studies, Faculty of Arts and Science, University of Pittsburgh, Pennsylvania;

Bruce Dearing, University Professor of Humanities in Medicine, State University of New York Upstate Medical Center;

Virginia L. Radley, President, State University of New York College of Arts and Science, Oswego, New York;

Henrietta T. Smith, Professor of Psychology, Vassar College, New York.

For the Commission on Secondary Schools for three-year terms:

Dennis A. Williams. Dennis Williams is Education Editor of *Newsweek;*

William A. Faunce, an incumbent nominated for an additional three year term. Mr. Faunce is Principal of Atlantic City High School in New Jersey.

These are the nominees presented by the Nominating Committee.

PRESIDENT BRADSHAW: Thank you, Mr. Bassin.

I assume that the Nominating Committee moves those nominations. I would ask for a second to the nominations.

FATHER JOHN OWENS: Second.

PRESIDENT BRADSHAW: Are there nominations from the floor for any of the positions that we have just had enumerated for us here?

MEMBER: I move that nominations be closed.

PRESIDENT BRADSHAW: We have a motion that nominations be closed. Is there a second?

WILLIAM HUNTLEY: Second.

PRESIDENT BRADSHAW: Any discussion of that motion?

(The motion was put to a voice vote and carried.)

PRESIDENT BRADSHAW: I declare the slate presented by the Nominating Committee to be elected and I ask the Secretary to cast one ballot in their behalf.

Remarks of the President-Elect

RHODA M. DORSEY

Thank you all very much.

In the course of twenty years of Middle States work I have heard a number of educators make their first statements as President of the MSA, and they bear a certain felicitous similarity. Words like "pride" and "pleasure" have abounded, and they do for me today: pride in the importance of the work done by the Assembly of Elementary Schools, the Commission on Secondary Schools, and the Commission on Higher Education, and the deep pleasure in the company of each other in this work.

Accreditation is a labor, but it is a voluntary labor accompanied by respect, challenge, and real companionship.

You have heard in the foregoing reports of the work of the separate commissions during this past year. I look forward to the continuance of these efforts during the coming year and want to assure you that the Association Board and staff will do all in their power to aid and abet, encourage and inspire, appreciate and applaud.

Traditionally, the incoming President has one immediate duty, which is in this instance a privilege as well. The Association this year has been firmly, sensitively, and patiently led by Tom Bradshaw. Tom has given unstintingly of his time to assist our new Secretary and to work with the Executive Committee not only on the regular stream of questions that arise, but, more particularly, helping them to give leadership on the development of an increased sense of direction and cooperation among the commissions.

His success has been due to an unusual combination of experience, optimism, and the ability to work through seemingly intractable situations to acceptable conclusions. He has been, I think, a marvelous President, and in recognition of this we wish to present him with a plaque at this time.

The plaque reads: "Thomas J. Bradshaw, in recognition of his outstanding contribution as President of the Middle States Association of Colleges and Schools, December 7, 1982 to December 9, 1983."

(Applause)

It is given with very real respect and affection, shared by all of those who have had the privilege of working with you this year.

THOMAS BRADSHAW: Thank you very much for the plaque, Rhoda. I assure you it will be hung on the wall of my office with a great deal of pride and pleasure, to be appreciated in years to come.

Rhoda M. Dorsey is President of Goucher College in Towson, Maryland. She was a member of MSA's Commission on Higher Education for eight years. She has participated in twelve CHE evaluations, and as Chair of nine teams.

I would like to say to all those present that I certainly appreciate the opportunity I have had to serve the Association. I would like to express my thanks to the members of the professional and support staff who day by day make us volunteers look good: Dr. Bob Kirkwood, Dr. Fred Aho, Dr. John Stoop, all their associates, and all the personnel at the office, and in my case particularly to Cecile Betit. I think we have a marvelous group of people working for us and I solicit the support and cooperation of all the membership in the work of the Association in the years to come.

(The meeting was adjourned at 5:10 p.m.)

Charter and By-Laws

MIDDLE STATES ASSOCIATION
OF COLLEGES AND SCHOOLS
May 27, 1966; May 28, 1976; May 24, 1979

THE UNIVERSITY OF THE STATE OF NEW YORK
EDUCATION DEPARTMENT

ABSOLUTE CHARTER OF THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS★

This instrument witnesseth that the Board of Regents for and on behalf of the Education Department of the State of New York has granted this absolute charter.

1. Incorporating Robert L. Amsden, Irene M. Davis, Calvert N. Ellis, Elwood C. Kastner, Albert E. Meder, Jr., Oliver W. Melchoir, Albert I. Oliver, Joseph J. Tarallo, K. Roald Bergethon, Justin E. Diny, Daniel Z. Gibson, John P. Lozo, J. Folwell Scull, Jr., Mary H. Carter, Wilson H. Elkins, Martin D. Jenkins, Charles Martin, Margaret Claydon (known in religion as Sister Margaret), and Wilfred J. Nash, and their associates and successors as an educational corporation under the corporate name of The Middle States Association of Colleges and Secondary Schools, to be located in the city, county and State of New York.

2. The purposes for which such corporation is to be formed, are to take over, carry on, and continue the affairs, property, obligations, contracts, and activities of the unincorporated association known as the Middle States Association of Colleges and Secondary Schools, and to pursue the general objectives of that association, to wit, to encourage the achievement of higher quality and to facilitate the development of better working relations among the higher institutions, secondary schools, and other educational agencies in the Middle States. Without limiting the generality of the foregoing, the purposes of the corporation include:
   a. To accredit institutions of higher education and of secondary education located within the Middle States area (the States of New York, New Jersey, Pennsylvania, Delaware, Maryland, and the District of Columbia) as well as those located outside of the continental United States as provided for in the bylaws of the corporation. It is understood that the process of evaluation and accreditation is itself intended to foster the development of a climate which will be a positive force in realizing the general purpose of the association as stated above;
   b. To initiate and sustain such research as may be consiste[illegible]h the general purpose of the association; and
   c. To provide an aegis under which representatives of secondary schools, institutions of higher education, and other education organizations may meet in the discussion of educational problems and in the common pursuit of solutions to these problems.

3. The persons named as incorporators shall constitute the first board of trustees. The board shall have power to adopt bylaws, including therein, provisions fixing the method of election and the term of office of trustees, and shall have power also, by vote of two-thirds of all the members of the board of trustees, to change the number of trustees, to be not more than 25 nor less than 5.

4. The corporation thereby created shall be a nonstock corporation organized and operated exclusively for educational purposes, and no part of its earnings or net income shall inure to the benefit of any individual, and no officer, member, or employee of the corporation shall receive or be entitled to receive any pecuniary profit from the operations thereof; except reasonable compensation for services.

5. The principal office of the corporation is to be located in the city, county and State of New York.

6. The Commissioner of Education is designated as the representative of the corporation upon whom process in any action or proceeding against it may be served.

GRANTED May 27, 1966, by the Board of Regents for and on behalf of the State Education Department, executed under the seal of said Department and recorded therein. Number 9137

Edgar W. Couper *(signed)*	James E. Allen, Jr. *(signed)*
Chancellor	President of the University and Commissioner of Education

★ Amendment to Charter granted May 28, 1976 by the Board of Regents changing the name of the Corporation to the Middle States Association of Colleges and Schools.

The University of the State of New York

Education Department

Amendment to Charter

THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS

THIS INSTRUMENT WITNESSETH That the Regents of The University of the State of New York have amended the charter of The Middle States Association of Colleges and Schools, located in the city, county and State of New York, which was granted by the Board of Regents on May 27, 1966, under the name of The Middle States Association of Colleges and Secondary Schools, which charter was amended by the Regents on May 28, 1976 by changing the name of the corporation from The Middle States Association of Colleges and Secondary Schools to The Middle States Association of Colleges and Schools, to authorize the corporation to extend its corporate purposes to include the accreditation of elementary schools.

1784

Granted May 24, 1979 by the Board of Regents of The University of the State of New York and executed under the seal of said University.
Number 16,901.

Theodore M Black
Chancellor

President of The University
and Commissioner of Education

BY-LAWS

THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS

(Revised December 5, 1982)

ARTICLE I: POWERS AND PURPOSES

The Middle States Association of Colleges and Schools, Inc. (hereinafter referred to as the "Association"), shall have such powers as are now or may be hereafter granted to corporations incorporated under the Education Law by the Regents of The University of the State of New York not inconsistent with the purposes set forth in the Charter of the Association.

The Association is a non-governmental, voluntary association of educational institutions, the purposes of which are to encourage, advance, assist, and preserve the quality and integrity of education in the Middle States area of the United States, in the public interest and in cooperation with appropriate educational organizations, agencies, and institutions. Without limiting the generality of the foregoing, these purposes shall be effected by:

a. Evaluating and accrediting educational institutions within the Middle States area and in other areas outside the United States in the case of institutions which may be licensed or related to institutions within the Middle States area or which may request accreditation by or services from the Association.

b. Through the process of evaluation and accreditation, assisting member and candidate institutions in carrying out the particular educational goals and improving the effectiveness of each such institution.

c. Advancing the public interest in education in the Middle States area by cooperating with appropriate agencies and organizations with responsibility in the field of education.

d. Facilitating and articulating relations between educational institutions and educational agencies within the Middle States area.

e. Initiating and sustaining such research as may be consistent with the purposes of this Association.

f. Defining, to the extent appropriate, basic minimum levels of educational effectiveness applicable to specific types of educational institutions.

g. Cooperating with other types of organizations and institutions within the Middle States area and elsewhere, to the end that the entire educational effort shall be maintained and improved.

h. Organizing and encouraging the discussion and examination of educational problems by representatives of educational institutions and educational agencies.

i. Encouraging and promoting the common pursuit of solutions to educational problems throughout the United States, through its individual and organized members and other public and educational agencies.

j. Speaking for the membership in appropriate private and public forums with respect to educational problems, without in any manner restricting the right of each institutional or organizational member of the Association to represent its own views in such forums.

ARTICLE II: CONSTITUENCY

The constituency of the Association shall consist of educational institutions located in the States of Delaware, Maryland, New Jersey, New York, and Pennsylvania; the Commonwealth of Puerto Rico, the District of Columbia, the Republic of Panama, and the U.S. Virgin Islands. Educational institutions located outside the United States may be received into membership upon accreditation by the appropriate Commission of the Association, subject to the prior approval of such membership by the Board of Trustees with respect to the educational constituency served by any such institutions.

ARTICLE III: MEMBERSHIP

Section 1: General

The membership of the Association shall consist of two categories:

a. Institutional membership
b. Organizational membership

Only an officially designated representative of an institutional member is eligible to vote at meetings of the Association, although representatives of any member shall have the privilege of the floor.

The Association shall establish and maintain all regulations and conditions governing membership in the Association; however, there shall be no discrimination as to religion, race, or sex in according membership in, or the privileges of, the Association.

Decisions by the Association on questions not pertaining to its own membership or organization shall always be considered advisory, and not mandatory, each institution preserving its own individuality and liberty of action upon all other subjects considered.

Membership of an institutional member shall cease whenever such member withdraws or is removed by the Board of Trustees from the accredited list upon recommendation of the appropriate Commission in accordance with Article IX of these By-Laws or for failure to pay the annual dues for two successive years.

Membership of an organizational member shall cease whenever such member withdraws or is removed from membership by the Board of Trustees for cause or for failure to pay the annual dues of the Association for two successive years.

Section 2: Institutional Membership

Any educational institution accredited by a Commission or any unit of an educational institution which has been separately accredited by a Commission will be received into membership of the Association upon payment of the annual membership dues, provided such institution meets the following minimum standards:

a. The institution has a charter and/or formal authority from the appropriate governmental agency, in the case of an institution of higher education, to award a degree; and, in the case of an institution of elementary and/or secondary education, to provide evidence of satisfactory completion of the required program.

b. The institution has a governing board which includes a membership broadly representative of the public interest.

c. The institution devotes all, or substantially all, of its gross income to the pursuit of its educational purposes and programs.

Section 3: Organizational Membership

Organizational membership may be granted by action of the Board of Trustees to:

a. The Office of any state or local department of public education or any system of church related or sponsored schools or independent schools in the geographical area served by the Association.

b. Any educational association, organization, or agency whose membership is primarily from within the geographical area served by the Association and whose membership will, in the judgment of the Board of Trustees, assist the Association in achieving its objectives.

ARTICLE IV: MEETINGS

Section 1: Annual Meeting

An Annual Meeting of the Association shall be held for the discussion of problems pertinent to the purposes of the Association, the election of officers, and the transaction of such business as may come before the Association.

Individuals officially connected with educational institutions or organizations holding membership in the Association attend this meeting, and all other interested parties are invited to participate in the open sessions.

Section 2: Special Meetings

The Board of Trustees is empowered to call special meetings of the Association upon thirty days' written notice to the membership which shall state the purpose or purposes of the meeting.

Section 3: Place of Meetings

The Board of Trustees shall fix the date and place of the Annual Meeting and any special meeting of the Association.

Section 4: Notice of Meetings

Written notice of the Annual Meeting, or any special meeting, shall be sent to members at least thirty days prior to such meeting.

Section 5: Resolutions

Resolutions for consideration at the Annual Meeting on matters not involving amendments to the By-Laws or Charter (Article XVI) must be submitted to the Executive Committee of the Board of Trustees through the Secretary of the Association at least thirty days prior to the meeting. However, the membership, present and voting at any annual or special meeting, may decide by majority vote of a quorum to consider any resolution presented from the floor.

ARTICLE V: VOTING

Each accredited member institution shall have one vote on matters before the Association, and this vote shall be cast by an officially designated representative.

Voting representatives of one-fourth of the institutional members of the Association shall constitute a quorum for the transaction of business.

Except where otherwise required by applicable New York Law or these By-Laws, action by the Association at a meeting thereof shall be taken by the affirmative vote of a majority of voting representatives constituting a quorum.

Upon authorization by the Board of Trustees or its Executive Committee, the Association may act by the affirmative vote of a majority of the institutional members by mail ballot.

ARTICLE VI: BOARD OF TRUSTEES

Section 1: Powers and Responsibilities

The affairs of the Association shall be managed by its Board of Trustees, subject to the authority of the institutional members at an annual or special meeting to initiate or amend any action or policy of the Association. The Board of Trustees shall have the power to act for the Association in intervals between meetings of the members, including the right to exercise any power granted to the Association by the Charter or by the By-Laws.

Without limiting the generality of the foregoing powers, the Board of Trustees shall have authority to:

a. Approve the program and fix the time, place, and agenda of the Annual Meeting.

b. Act for the Association during intervals between meetings of the Association.

c. Call special meetings of the Association.

d. Provide for an annual audit of the Association by an independent auditor.

e. Review and approve the annual budget of the Association and any changes thereto, oversee the collection of revenues and the expenditure of funds and fix the dues for membership and the fees charged for educational services rendered by the Association and its Commissions.

f. Appoint and fix the salary of the Secretary of the Association.

g. Review and approve the appointment and salaries of the Executive Director of each Commission and of the professional staffs of each Commission and the Association.

h. Review and approve:

1) the Proceedings of the Annual Meeting, the list of accredited members, as well as other appropriate publications of the Association and its Commissions; and

2) publicity to the media by the Association and its Commissions.

i. Annually review the operating procedures and performance of each Commission and the Association.

j. Initiate, implement, and supervise policies and programs of the Association designed to improve articulation between schools and institutions of higher education.

k. Initiate, implement, and supervise policies and programs of the Association designed to improve and advance education at all levels.

l. Create standing or *ad hoc* committees as necessary to perform the functions of the Association.

m. Take all reasonable and necessary steps to advance and improve education within the Middle States constituency and throughout the United States.

Section 2: Number, Election and Terms of Office

The number of the Board of Trustees shall be eighteen.

The Board of Trustees shall consist of the President, First and Second Vice Presidents, the Immediate Past President and Treasurer; the Chair of each Commission; and eleven other elected members chosen at large by the Association. Board membership shall include, to the extent practicable, at least one Trustee from each of the following areas: Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, and the Caribbean area; provided also that at least three Trustees are currently active professional and administrative staff from member institutions of higher education; three are currently active professional and administrative staff from member institutions of elementary or secondary education; and three who currently do not hold professional positions in education and are broadly representative of the public interest. The elected members of the Board, with the exception of the officers, shall each serve terms of three years renewable for one additional term of three years. The President of the Association shall chair the Board of Trustees.

There shall be at least two meetings each year of the Board of Trustees. The time and place of the next meeting will be determined at each meeting of the Board of Trustees. Notice shall be sent by the Secretary of the Association at least thirty days in advance of such meetings.

At all meetings of the Board of Trustees the presence of a majority of the entire number of Trustees shall be necessary to constitute a quorum and to be sufficient for the transaction of business; and any act of a majority present at a meeting at which there is a quorum shall be the act of the Board of Trustees, except as may be otherwise required by the Charter or these By-Laws. If a quorum shall not be present at any meeting of the Trustees, the Trustees present may reschedule the meeting.

Any Trustee failing to attend three consecutive meetings of the Board of Trustees shall be deemed to have resigned, and any vacancy thereby created or occurring for any other reason shall be filled by the Board.

Section 3: Executive Committee

The Executive Committee of the Board of Trustees shall consist of five elected officers, the Chair of each Commission, and three other Trustees, elected annually, with each Commission having the opportunity to nominate one of these three Trustees, and the third being a public member nominated by the Nominating Committee.

The Executive Committee shall exercise the functions of the Board of Trustees between meetings thereof, and shall supervise the administrative and financial affairs of the Association.

The Executive Committee shall meet as frequently as may be required to carry out its responsibility.

The Executive Directors of the Commissions and the Secretary of the Association shall meet with the Executive Committee and shall keep it fully and currently informed of the affairs of the Association and its Commissions.

ARTICLE VII: OFFICERS AND STAFF

Section 1: Officers

The officers of the Association shall be a President, the Immediate Past President, a First Vice President, a Second Vice President, and a Treasurer. Officers, Trustees, and Commissioners shall be elected by a majority vote of the membership present and voting at the Annual Meeting of the Association. The President, Past President, and Vice Presidents shall serve one-year terms of office. The Treasurer may be reelected for such number of terms as will not exceed four continuous years in that office. The First Vice President shall succeed to the office of the President, and the Second Vice President shall succeed to the office of First Vice President. The Second Vice President shall be elected in alternate years from the higher education constituency and the secondary education constituency.

A vacancy in any elective office may be filled by the Board of Trustees for the unexpired portion of the term ending at the next annual meeting of the Association, at which time the individual appointed to such [a] vacancy, if eligible and duly nominated, may be elected for a regular term of office. All elected officers of the Association, the members of the Board of Trustees, and Committee and Commission members continue to serve in [the] office until the conclusion of the Annual Meeting or until their respective successors shall assume office, whichever is later.

The President of the Association shall:

a. Preside at the meetings of the Association and the Board of Trustees.

b. Appoint such special committees as may be authorized by the Board of Trustees.

c. Appoint the Program Committee for the Annual Meeting and assume responsibility for the program and speakers, based on the guidance and suggestions of the Board of Trustees.

d. Perform other duties usually prescribed for the office of the President.

The First Vice President shall:

a. Perform, in the event of absence, the duties of the President and such duties as may be assigned by the President.

b. Become familiar with the work of the Commissions.

The Second Vice President shall:

a. Perform, in the event of absence, the duties of the First Vice President and such duties as may be assigned by the President.

b. Become familiar with the work of the Commissions.

The Treasurer shall, through the office of the Secretary of the Association and subject to the approval and advice of the Finance Committee:

a. Be responsible for the financial affairs of the Association and for having the Board of Trustees and Executive Committee fully and currently informed with respect thereto.

b. Collect and pay out Funds of the Association as directed by the Board of Trustees or its Executive Committee.

c. Prepare and submit a financial report to be presented at the Annual Meeting of the Association.

d. Prepare and submit to the Board of Trustees, with the approval of the Finance Committee, a budget for each fiscal year of the Association.

e. Recommend to the Board of Trustees, with the approval of the Finance Committee, any revision to the Budget to meet unanticipated expenditures of the Association and any decrease in the reserve funds of the Association to meet such expenditures.

f. Prepare and submit to the Board of Trustees, with the approval of the Finance Committee, a schedule of membership dues of the Association and of fees for educational services provided by the Association and each Commission.

g. Be available for consultation to the Commissions on matters involving Association finances.

Section 2: Secretary of the Association

The Secretary shall be appointed by the Board of Trustees, to:

a. Conduct the general affairs and correspondence of the Association, subject to the direction of the Board of Trustees and the Executive Committee, and serve as the agent of the Board of Trustees.

b. Maintain the records of the Association and the minutes of the Board of Trustees and its Executive Committee.

c. Assist in preparing the annual budget of the Association, maintain accounts, disburse funds in accordance with the budget or otherwise as directed by the Board, and arrange for an annual independent audit.

d. Manage the office of the Association.

e. Assist the Committees of the Board and facilitate their work, with the cooperation of the Executive Directors of the Commissions.

f. Arrange for the Annual Meeting of the Association and the meetings of the Board of Trustees and its Executive Committee.

g. Prepare and distribute the publications of the Association and undertake to publicize the Association to the media, as appropriate.

h. Prepare the agenda and related materials for, and attend, all meetings of the Board of Trustees and its Executive Committee, except for executive sessions thereof.

ARTICLE VIII: COMMISSIONS

Section 1: General

There shall be two Commissions, the Commission on Higher Education and the Commission on Secondary Schools. The Commission on Higher Education evaluates and accredits those degree-granting institutions offering postsecondary education. The Commission on Secondary Schools evaluates and accredits those institutions providing secondary education.

Subject to the approval of the Board of Trustees, each Commission shall have the authority to:

a. Appoint an Executive Director who shall be the chief administrative officer of the Commission, subject to the direction of the Commission and its Executive Committee, and serve as the agent of the Commission, with responsibility for, among other things:

(1) maintaining the records of the Commission,

(2) conducting the general correspondence of the Commission,

(3) administering the evaluation and accreditation functions of the Commission,

(4) assisting and coordinating the work of committees of the Commission,

(5) arranging and attending meetings of the Commission and its Executive Committee, except for executive sessions thereof,

(6) preparing and processing publications of the Commission,

(7) maintaining liaison with other accrediting, state, and federal agencies and organizations as may be related to the work of the Commissions, in coordination with the Board of Trustees and officers of the Association.

(8) acting as liaison between the Commission and the Secretary of the Association, and

(9) administering the budget of the Commission subject to the limitations thereof set by the Board of Trustees and the Commission.

b. Appoint other professional staff officers and fix their compensation, duties, and terms of appointment.

c. Employ and contract with other persons within the limitations of the Commission's budget.

d. Elect annually a Chair and Vice Chair who, together with three other members of the Commission, shall comprise an Executive Committee. The Executive Committee shall exercise the functions of the Commission between meetings thereof, and shall meet, together with the Executive Director of the Commission, as frequently as may be required to carry out this responsibility.

By delegation of authority from the Association and subject to the supervision of the Board of Trustees, the Commission shall:

a. By accreditation, evaluation, consultation and in all other appropriate ways, promote in the Middle States area the welfare and improvement of education with special emphasis upon service to member and candidate institutions but without limitations to these colleges, universities and schools.

b. Publish lists of accredited and candidate educational institutions in accordance with the standards adopted by the Association.

c. Recommend to the Association standards and changes thereto for the accreditation of educational institutions, especially such modifications as will keep the standards in harmony with those generally accepted for educational institutions and will promote continued improvement in the effectiveness of member and candidate institutions.

d. In accordance with Association policy, cooperate in appropriate ways with similar commissions in other regional associations.

e. Promote articulation between and among educational institutions.

Section 2: The Commission on Higher Education

The Commission on Higher Education shall consist of nineteen persons, including the President and First and Second Vice Presidents of the Association. Members of the Commission shall be elected for three-year terms at the Annual Meeting of the Association and may be reelected for a second term. Three members shall be elected who do not currently hold professional positions in education and who are broadly representative of the public interest. The remaining members shall be currently active professional and administrative staff of member institutions and shall be elected with consideration to geographical and institutional distribution reflective of the Commission's constituents. Vacancies shall be filled by vote of the Association at the Annual Meeting. Any Commissioner failing to attend three consecutive Commission meetings shall be deemed to have resigned, and any vacancy thereby created or occurring for any other reason shall be filled by the Commission for the unexpired portion of the term ending at the next Annual Meeting of the Association.

The officers of the Commission on Higher Education shall be the Chair and Vice Chair, elected annually by Commission membership. Officers are eligible for reelection up to a maximum of six years, provided they are elected to additional three-year terms as Commissioners at the Annual Meeting of the Association, but in no case shall the total length of service on the Commission exceed nine years.

Section 3: The Commission on Secondary Schools

The Commission on Secondary Schools shall consist of no fewer than eighteen or more than twenty-one persons, including the President and First and Second Vice Presidents of the Association. Members of the

Commission shall be elected for three year terms at the Annual Meeting of the Association and may be reelected for a second term. Up to three members shall be elected who do not currently hold professional positions in education and who are broadly representative of the public interest. The remaining members shall be elected with consideration to geographical and institutional distribution reflective of the Commission's constituents. Vacancies shall be filled by vote of the Association at the Annual Meeting.

The officers of the Commission on Secondary Schools shall be the Chair and Vice Chair elected annually by Commission membership. Officers are eligible for reelection up to a maximum of six years, provided they are elected to additional three year terms at the Annual Meeting of the Association, but in no case may the total length of service on the Commission exceed nine years.

The Chair of the Commission shall appoint an advisory committee for each state and the District of Columbia under regulations recommended by the Commission and approved by the Board of Trustees. Membership on such committees may include state or local educational officials, but such membership shall not affect the voluntary non-Governmental character of the Association, its Commissions, and any committees thereof.

ARTICLE IX: REVIEW AND APPEAL PROCEDURES

Section 1: Statement of Purpose

These rules are designed to afford, in view of the educational nature of the subject matter and the need for application of an informed educational judgment, a fair and expeditious procedure for the processing of appeals from accreditation decisions and do not constitute a quasi-judicial procedure.

Section 2: Definitions

a. *Accreditation Decision.* "Accreditation decision" means the action taken by any Commission or Assembly in approving or rejecting any application for accreditation, refusing to accredit, reaffirming or withdrawing the existing accreditation of a member, or reducing the period during which an existing accreditation previously had been approved.

b. *Commission.* "Commission" means either the Commission on Higher Education or the Commission on Secondary Schools.

c. *Applicant.* "Applicant" means either the non-member of the Association which is eligible for consideration for membership or a member of the Association which is the subject of an accreditation decision by a Commission.

d. *Appeals Committee and Panels.* At the commencement of each year, the President shall appoint a pool of ten (10) members of the Board of Trustees to serve in panels of five (5) members each with respect to each appeal. The President shall appoint a panel upon receipt of any appeal from a decision of the Executive Committee of the Commission on Higher Education, at least three of the members of the Appeals Panel for that appeal shall be from the field of higher education. Where the appeal is from a decision of the Executive Committee of the Commission on Secondary Schools, at least three of the members of the Appeals Panel shall be from the field of elementary and/or secondary education. One or more appeals may be assigned to the Appeals Panel so appointed. The Appeals Panel so appointed shall elect its Chair and shall act by at least a majority of its members. Any vacancy on the Appeals Panel may be filled by the President of the Association.

Section 3: Request for Reconsideration of Accreditation Decision

a. *Time and Form of Request.* An applicant must request reconsideration of an accreditation decision by a Commission, within thirty (30) days after receipt of the decision, by filing with the Executive Director of the Commission such a request in writing. The request shall consist of a short and plain statement of the specific grounds upon which reconsideration is requested, with the reasons for each such grounds, and any other relevant statements or documents which the applicant desires to submit.

b. *Action on Request.* The Executive Committee of the Commission shall consider the request for reconsideration and, through the Executive Director of the Commission, shall communicate its action thereon in writing not more than thirty (30) days after receipt of the request. The Executive Committee may deny or grant the request or take such other action consistent with these By-Laws as may, in its sole discretion, be required in the best interest of education.

c. *Disposition Required.* The filing and disposition of a request for reconsideration are required before the Board of Trustees or its Appeals Panel will consider an appeal from a Commission accreditation decision.

Section 4: Appeal to Appeals Panel of Board of Trustees

a. *Time for Filing Appeal.* An appeal from a denial of a request for reconsideration of a Commission's accreditation decision must be filed with the Secretary of the Association within thirty (30) days from receipt of the Commission Executive Committee's denial.

b. *Form of Appeal.* The appeal shall consist of a short and plain written statement of the grounds upon which the applicant believes the accreditation decision to have been erroneous, together with documents relevant to these reasons. Five copies of the complete written statement must be filed with the Secretary of the Association.

c. *Request for Hearing.* The appeal shall state whether or not the applicant desires a hearing. The Appeals Panel shall, within twenty (20) days after receipt of the appeal, notify the applicant of its disposition of the request for hearing or its own decision to hold a hearing.

d. *Notice of Hearing.* The Appeals Panel shall notify the applicant not less than thirty (30) days before the commencement of such hearing or such lesser period of time as the Appeals Panel and the applicant mutually may agree in writing.

e. *Hearing Procedure.* The Appeals Panel and applicant may be advised and represented by such persons as each may choose. Only one representative may speak for the applicant. The course of the hearing shall be controlled by the Chair of the Appeals Panel, who shall determine whether or not any statement shall be taken under oath and shall rule upon all requests made during the hearing. The Chair may limit the testimony of witnesses, provided opportunity for submission of a written statement in substitution therefor is afforded the witness. Reasonable questioning or cross examination of a witness may be afforded the applicant, and the members of the Appeals Panel may ask such questions as they deem relevant.

f. *Place and Duration of Hearing.* Unless otherwise ordered by the Appeals Panel, hearings shall be held at the headquarters of the Association and shall last no more than one day.

g. *Record.* The hearing shall be recorded or transcribed. A copy of the transcript or tape shall be furnished, at cost, to the applicant. The record of the hearing shall consist of the appeals filed by the applicant, the transcript or tape of hearing, documents submitted at the hearing, and such other documents as may be filed within ten (10) days after the end of the hearing.

h. *Decision of Appeals Panel.* The Appeals Panel shall render its decision not more than seventy (70) days after the close of the hearing or where no hearing is held, after the notification provided in Section 4 c. The decision shall either sustain the accreditation decision of the Commission, or remand the case to the Commission with instruction to grant the application or to make such further investigation as may be appropriate.

Section 5: Review of Appeals Panel Decision by The Board of Trustees

a. *Time of Request.* An applicant or the Commission may request review of the decision of the Appeals Panel by the Board of Trustees. Such request to the Secretary of the Association shall be made within twenty (20) days after service of the decision of the Appeals Panel upon the applicant or Commission.

b. *Form of Request.* The request for review shall consist of a short written statement of the reasons therefor, together with references to the hearing record in support thereof. Twenty (20) copies of such request shall be filed. Upon receipt of the request, the Secretary shall forthwith forward copies of the request to each member of the Board of Trustees.

c. *Action on Request.* A request for review of a decision of the Appeals Panel shall only be granted upon the affirmative vote of a majority of the full Board of Trustees, excluding the members of the Appeals Panel.

d. *Denial or Request.* If no such affirmative vote is obtained, then the Secretary of the Association shall inform the applicant and Commission in writing that the request has been denied, with a short statement of the reasons therefor.

e. *Board Consideration.* If the request for review is granted, the Secretary of the Association shall so inform the applicant and Commission, which shall within twenty (20) days thereafter, submit twenty (20) copies of any further statement of documents desired to be considered by the Board of Trustees at its next meeting. At such meeting, representatives of the applicant or Commission may appear and present such relevant argument, lasting no more than one hour in total, as they may desire. The members of the Appeals Panel shall not be present or participate in the deliberations of the Board concerning the request.

f. *Board Action.* Thereupon, the Board of Trustees, by majority vote of all its members excluding the Appeals Panel, shall deny or grant the request, or refer the matter to the Commission which made the accreditation decision to make such further investigation as may be appropriate.

g. *Notification of Board Action.* The Secretary of the Association shall communicate in writing the Decision of the Board of Trustees to the applicant and Commission.

Section 6: Miscellaneous

a. *Computation of Time.* In computing any period of time prescribed or allowed by this Article of the By-Laws, the day of the act or event from which the designated period of time begins to run shall not be included. The last day of the period so computed shall be included, unless it is a Saturday, Sunday, or legal holiday, in which event the period runs until the end of the next day which is not a Saturday, Sunday, or legal holiday.

b. *Enlargement of Time.* When by these rules an act is required to be done at or within a specified period of time, the Executive Committee or the Commission, Appeals Panel of the Board of Trustees, or Board of Trustees, for good cause shown in writing at least five (5) days prior to the expiration of such period of time, may enlarge such period of time.

c. *Other Procedures.* With respect to a specific accreditation decision and the review or appeal thereof, the Executive committee of the Commission, the Appeals Panel of the Board of Trustees, and the Board of Trustees may adopt other procedures not inconsistent with this Article IX and other provisions of these By-Laws.

d. *Service or Filing of Document.* The service or filing of any document required or permitted by this Article of the By-Laws shall be effected by hand delivering such document to the person or office involved or by the use of certified or registered mail, return receipt requested. Any time period provided by these rules shall commence from such delivery or the receipt of such mail.

ARTICLE X: COMMITTEES OF THE ASSOCIATION

Section 1: General

There shall be three designated committees of the Association: The Nominating Committee, the Finance Committee, and the Committee on School and College Relations. Committees as specified in these By-Laws or authorized by the Board of Trustees shall be appointed by the President.

Section 2: Nominating Committee

The President shall appoint a Nominating Committee for the purpose of nominating qualified persons for election to the offices of the Association and Commissions. The Nominating Committee shall consist of five (5) members, with the immediate past President as Chair.

If the immediate past President is unable to serve, the President shall appoint a Chair from among those members of the Board of Trustees who are not eligible for reelection.

Two members, one from each Commission who is not eligible for reelection, and two other members, so chosen as to provide appropriate representation of the Association's constituency, shall form the remainder of the Committee.

The Nominating Committee shall report to the President no later than thirty days prior to the Annual Meeting of the Association. Nominations, in addition to those by the Committee, may be received from the floor at the Annual Meeting.

Section 3: Finance Committee

The Finance Committee shall consist of the Treasurer, as Chair, four members representing the Board of Trustees, and two other members representing the Commissions.

The Committee shall advise the Treasurer with respect to financial, budgetary, and related matters and shall carry out such other duties as may be assigned to it by the Board of Trustees, the President, or the Treasurer.

Section 4: Committee on School and College Relations

The Committee on School and College Relations shall consist of ten members appointed by the President from the elected members of the Board of Trustees, the elected members of the Commissions, the student body, faculty or administration of member institutions, other educational organizations and associations, or the general public. Appointment shall be for a three-year term. No Committee member shall serve continuously for more than two three-year terms.

The Committee shall continuously study and advise the Board of Trustees with repect to articulation between schools and colleges and other areas of joint concern to schools and colleges as identified by the Board or the Committee. The Committee shall also advise the Board on study and research to be undertaken or directed by the Association.

The Chair and Vice Chair of the Committee shall be appointed by the President from the membership of the Committee.

The Executive Director of each Commission shall serve as an *ex officio* member of the Committee on School and College Relations.

ARTICLE XI: BOOKS AND RECORDS

The Association shall keep correct and complete books and records of accounts and shall also keep minutes of the proceedings of the Association, the Board of Trustees, and the Committees and Commissions thereof. It shall keep at the principal office of the Association a record of the names and addresses of those member institutions entitled to vote and of the administrative heads of such institutions.

Subject to lawful court order or by decision by the Board of Trustees or Executive Committee, the records of any Commission relating to the evaluation or accreditation of any present, prospective, or former institutional member of the Association shall be confidential and shall not be disclosed outside the Association without the prior written consent of the governing authority of the institution concerned or where such disclosure would impair the confidentiality and effectiveness of the evaluation and accreditation process.

ARTICLE XII: CONTRACTS, CHECKS, FUNDS AND GIFTS

Section 1: Contracts

The Board of Trustees may authorize any officer or officers, agent or agents, of the Association or its Commissions to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Association or its Commissions.

Section 2: Checks, Drafts, Etc.

All checks, drafts, or other orders for the payment of money, notes or other evidence of indebtedness, issued in the name of the Association, shall be signed by such officers, agent or agents, of the Association and in such manner as shall be determined by the Board of Trustees. In the absence of such determination by the Board of Trustees, such instrument shall be signed by the Treasurer and countersigned by the President of the Association.

Section 3: Funds

All funds of the Association shall be deposited to the credit of the Association in such banks, trust companies, or other depositories as the Board of Trustees may select.

Section 4: Gifts

The Association shall keep correct and complete books and records of gifts, grants, bequests, or devices for general purposes or for any special purpose of the Association. No such gift, grant, bequest, or device shall be received by the Association except upon the approval thereof by the Board of Trustees.

ARTICLE XIII: DUES AND FEES

The Board of Trustees, subject to the approval of the Association, shall determine from time to time the schedule of annual dues which shall be paid by each member institution or organization. Fees for services offered by the Association shall be set by the Board, and fees for evaluations and other services offered by the Commissions shall be set by the Commissions subject to review by the Board on recommendation of the Finance Committee.

ARTICLE XIV: FISCAL YEAR

The fiscal year of the Association shall begin on the first of July of each year and end on the thirtieth day of June next succeeding.

ARTICLE XV: ASSETS OF THE ASSOCIATION

In the event of the dissolution of the Association, all assets thereof shall be distributed to another non-profit association or associations whose aims are compatible with those of the Association. Such selection is to be made by majority vote of the Board of Trustees.

ARTICLE XVI: AMENDMENTS

The Association shall have the power to petition the Regents of The University of the State of New York for amendment of its Charter by two-thirds vote at any meeting of the institutional members at which a quorum is present.

The By-Laws of the Association may be adopted, amended, or rescinded by majority vote at any meeting of the members at which a quorum is present.

In all instances involving amendments to the Charter or By-Laws, notice of the proposed action must accompany the call to the metting. Such notice must be sent to the membership at least thirty days prior to the meeting. Any voting representative, officer, or trustee may propose an amendment to the Charter or By-Laws not less than thirty days before the meeting of the members at which it is requested that the amendment be considered.

ARTICLE XVII: PROHIBITED ACTIVITIES

Except as an insubstantial part of its activities, the Association is prohibited from carrying on propaganda, attempting to influence legislation, and participating in or intervening in any political campaign on behalf of any candidate for public office. This prohibition of political activities includes the publishing or distributing of statements on behalf of any candidate.

ARTICLE XVIII: TRANSITION

The reduction in the number of members of the Board of Trustees and the Commission on Higher Education, effective December 5, 1982, as provided in ARTICLE VI, Section 1, and ARTICLE VIII Section(s) 2 (and 4) of these bylaws, shall be effected by attrition and voluntary resignation.

After December 5, 1982, a member may be elected to the Board of Trustees or the Commission on Higher Education as the case may be, but may not take office unless and until the number of members of each such body falls below that provided in the foregoing sections of these bylaws, any other provision of these bylaws to the contrary notwithstanding.

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